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ABSTRACT

This final report describes activities of a Parent Education Center (PEC) at the Southwest Educational Development Laboratory (SEDL). The PEC was designed to serve the needs of practitioners, professionals and researchers in the field of parent education and to provide them with up-to-date information on parent education materials, programs and resources. PEC objectives focused on (1) providing training and technical assistance; (2) materials revision, placement, monitoring and evaluation of use; (3) identification and cataloging of new materials, disseminating parenting materials information and selling parent education products; (5) conducting workshops, planning for increasing networking among parent education providers, and writing conference reports; (6) conducting a follow-up impact study of training materials on parents' child rearing beliefs and behaviors, formulating policy recommendations and topics for further research; and (7) conducting a publishers' alert and providing materials for publishers. The ethnographic follow-up study produced a number of findings related to an understanding of the following: the impact and implementation of parent education workshops, the role of parenting models and ethnic differences in facilitating changes in parents, and parents who were abused as children. Case examples, coding sheets, a description of the implementation of parent training packages at each site, and range of effects data are appended. (Author/RH)

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FINAL INTERIM REPORT
June 1, 1978 to November 30, 1979

PROJECT: Parenting Resources Implementation Model (PRIMO)

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November 30, 1979

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Dear Dr. Wallat:

In accordance with the terms and conditions regarding Contract Number OB-NIE-G-78-0208 and the Notification of Grant Award with respect to Project PRIMO, please find submitted herewith the sixth and final interim progress report. This report period covers September 1, 1979 to November 30, 1979. In addition, it recapitulates PRIMO activities and outcomes from June 1, 1978 to November 30, 1979, then offers a set of recommendations for the future directions of PRIMO.

If there is a need for further information, please feel free to contact us.

Sincerely,

David L. Williams, Jr.

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Director
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MAR 3 1 1980

FINAL INTERIM REPORT

PROJECT: PARENTING RESOURCES IMPLEMENTATION MODEL (PRIMO)

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In Compliance with Grant No. OB-NIE-G-78-0208

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(In Retrospect June 1, 1978 to November 30, 1979)

David L. Williams, Jr., Division Director

James H. Perry, Executive Director

Southwest Educational Development Laboratory (SEDL)
Austin, Texas

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Project PRIMO is indeed grateful to the many individuals, groups, programs, agencies, and institutions that have contributed to the success it experienced during the past eighteen (18) months. The contributors have come from many walks of life. These include parents, teachers, teacher assistants, principals, supervisors, coordinators, program directors, SEDL staff, external consultants, local school officials, state department of education persons, university staff, students, librarians, state representatives and federal government workers.

Without the cooperation and assistance provided by this range of persons, PRIMO could not have accomplished its objectives. The Project would like to express its appreciation to all who have played a part in the successful experiences that have occurred. To name all of the persons that have made a significant contribution to Project PRIMO would be too much of an undertaking in this document. Therefore, the PRIMO staff says, "Thank you kindly," to all that we have had the pleasure to work with in our research, development, and service endeavors.

The MMTP Impact Study (Objective Six) involved the cooperation and contribution of a number of individuals. The core group that made the research possible were the parents, the leaders and the interviewers. The parents, without exception gave freely of their time in being interviewed. All the names of the parents and their children have been changed to ensure confidentiality of identity. The interviewers demonstrated conscientiousness in their responsibilities and showed a more than obligatory interest in the study. Another important contribution to the study was the many hours of conversation with professional colleagues including Juan Vasquez, Kevin Batt, Andrea Meditch, Jane Morris, Patricia Harrington, and Ann McGillicuddy-Delisi. The previous researcher who had outlined the Impact Study, Susan Heck, continued to work closely with the project and contributed important insights, particularly into the implementation process (see Susan Heck, 1979).

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INTRODUCTION

A. Overview and Major Goal

The project is entitled, Parenting Resources Implementation Model or PRIMO. It was an outgrowth of the Early Childhood Program which developed a set of strategies and related projects designed to enhance the delivery of parent education. During the past eighteen months, PRIMO has gradually moved from wholesale material development into the areas of research and service. The activities undertaken for this project period were designed to establish a basis for engaging in new directional thrusts with respect to parent education. A brief background for the scope of work carried out in this period is discussed in the following paragraphs.

PRIMO hypothesized that the major issues facing parent education efforts today were: (1) defining the variety of client groups, (2) determining the array of needs, (3) developing and implementing programs/activities to meet client needs, (4) evaluating the success of program efforts, and (5) maintaining relevance of such efforts. Parent education is now available in one degree or another to parents throughout most of the United States. However, much of the available parent education is not easily accessible to all groups of parents. Although many parent education programs exist, many parents do not participate in them. While most of the present programs are directed toward middle-class mothers, there are other groups of parents who have needs for parent education. Low-income families, for example, are often overwhelmed by the very acts required for their survival and, thus, usually have little energy left over to devote to improving their parenting skills. Parents in special circumstances--i.e., parents of the handicapped, single parents, teenage parents, migrant parents, potentially abusive parents--often are in need of and want special training. In order to become more effective, parent education programs must be underpinned with goals which reflect (1) a concern for parents in all socio-economic and cultural groups who have parent education needs, (2) a sensitivity and understanding with regard to the considerable variability among parent needs, and (3) a creative, flexible approach to the range of parent needs can include quick one-shot intervention to long-term comprehensive assistance.

PRIMO posited there was a growing need for a broader range of information, materials, and resource assistance to assist parent educators in addressing parents' child-rearing and personal needs. The widespread increase and incidence among today's youth of (1) teenage preganancies/births, (2) drug use, (3) alchoholism, (4) serious crimes, (5) suicides, and (6) apathy toward the betterment of self and society has been especially troublesome for society in general and parents in particular. This increase, coupled with the steady technological advancements which on one hand purport to make life more comfortable (makes it easier to do things), but on the other hand increase life's complexity (demands more sophisticated skills to do these things), has added to the already heavy burden of child-rearing responsibilities that those who fulfill the parenting function have to bear. To help alleviate the growing weight of this burden and to help parenting programs (and thus parents themselves) to become more effective in dealing with the complex aspects of child-rearing, it appeared to PRIMO that (1) the development of more awareness concerning resource options and their availability, (2) the provision of more access to those options, (3) the provision of knowledge about how to choose and how to pursue the options chosen, and (4) the development of skills in using options chosen and evaluating their outcomes were important concerns.

Thus, PRIMO proposed to establish the basis for a resource center for parent education called the Parent Education Center (PEC), in order to deal with these concerns. The PEC was projected to help serve the needs of practitioners, professionals and researchers in the field of parent education and to provide them with up-to-date information about parent education materials, programs, and resources. The goal of PRIMO during this period was to develop the foundation for a Parent Education Center (PEC) at the Southwest Educational Development Laboratory (SEDL). The PEC, to be both national and regional in scope, was designed to:

1. provide systematic information about parent education materials, programs and resources;
2. supply training and technical assistance to parent education providers;
3. develop and distribute materials and products to meet the needs of parent education efforts in the region and to some extent throughout the nation.

SEDL, through Project PRIMO, was not proposing that it be funded to join the list of groups currently providing parent education. Rather, it proposed to develop the foundation for a resource center that (1) would provide a range of services to those involved in the delivery of parent education, (2) that would become a focal point for the collection and dissemination of information relevant to research in the area of parent education, and (3) that would conduct important parent education research and appropriate materials development.

The services that PRIMO proposed to provide were to help fulfill the following functions:

1. Program training and technical assistance
2. Material information gathering and analysis
3. Product impact evaluation

4. Product dissemination

5. Network/linkage development

Since parent education is related to several disciplines, a multidisciplinary plan for providing resources would enable cross-discipline communication to occur. The result would be an effective and efficient service in meeting the needs of parent education providers. Important was that the PEC be accessible to as many parent education providers as possible. SEDL has a twelve-year history of cooperation and coordination with human services providers, early childhood groups, educators, parent education providers and community groups. In addition, SEDL is an independent agency, with the flexibility to work with all levels of educational research, development and service providers. It has the contractual capability to utilize external consultants from all fields in order to provide high quality products and services. Conducting research, developing materials and providing service/technical assistance are roles which Project PRIMO feels both comfortable, confident and capable.

The PEC was projected to be a viable method of not only conducting an increasing amount of research with respect to parent education, but also the vehicle for maintaining a reasonable capability for development and services activities. In addition to emerging staff expertise within PRIMO, there existed a core of resources which would be useful to the PEC's development. These resources included (1) technical expertise of staff resulting from the materials development/testing activities, and (2) materials themselves developed from previous phases of work. Staff expertise lay in the areas of parent recruitment, parent training, parent program test sites, negotiating with parent programs, proposal development, identifying program needs and information/materials dissemination to name a few. The resource materials included (1) 15 multimedia training packages designed for low-income parents of preschool children, (2) 26 TV spots and 12 supporting booklets on selected child rearing topics, (3) the Parenting Materials Information Center (PMIC), and (4) the Parenting Materials Index. The development of these materials began in 1973, as part of SEDL's Early Childhood Program. During the first phase of Project PRIMO, technical expertise was further refined and attempts to describe how best it could be used was presented in a draft Program Implementation Manual.

Support for the foci that PRIMO chose to concentrate on was offered from several well-respected sources. Parents need assistance in knowing how to more effectively influence the rearing of their children, become better educated/prepared to do this, and increase the viability of "family as educator" along with other educational efforts (e.g., schooling, parent programs, community activities) all of which are designed to enhance the growth, development and success of children and parents (Goodson and Hess, Bronfenbrenner, Honig, White and Watts, Margolin, Gordon, Croft, etc.). The General Mills Study (1977 and Phi Delta Kappa's Ninth Annual Gallup Poll, 1977) further emphasized the need for parent education by an increasing number of persons and across an increasing range of topics.

In addition to providing more assistance for parents and families, it was determined that parent education program providers needed increased knowledge and skills in order to deal with the growing complexity of parent education. One of the best means for doing this was through well-planned then implemented training and technical assistance (Parent Education Demonstration Program Implementation Manual, 1976). Support for improving and broadening parent education networks, linkages and access to along with dissemination of information about such materials appeared to be widespread (Garooguan, Kerckhoff, Aaronson). Thus, PRIMO concluded that (1) increased attention must be paid to the needs of parent education providers so as to help ensure better access to information and resources, (2) expanded training and technical assistance be provided for parent education providers, (3) providers and their respective agencies establish broader means of communicating with each other, and (4) continued provision of materials and services be made available to parent education providers.

PRIMO decided to work toward ensuring that the emergent Parent Education Center would facilitate such activities, make sure that they occurred in a systematic and organized fashion, and provide better accessibility to materials, resources and services on the part of parent education efforts in the southwest region. Such efforts would help develop the information/resource base for establishing the Parent Education Center (PEC).

The long range goal of Project PRIMO was stated as follows: To establish the basis for and operationalize a Parent Education Center in the southwest region of the United States, which is designed to serve the needs of clients, practitioners, professionals, and researchers in a systematic and efficient manner.

B. Statement of Objectives

The Center proposed to have a reasonable mix of research, evaluation, development, technical assistance/service and dissemination activities. These activities were projected to take place concurrently with emphasis on research, service and dissemination. Center activities would be basically addressing client needs in the SEDL six-state region. Attention also would be focused on national parent education issues and concerns as much as possible.

In order to accomplish the goal of establishing the Parent Education Center at SEDL, seven objectives for Project PRIMO were proposed for this period of work. They were as follows:

1. To assist 4-6 sites within the SEDL region in initiating or further developing parent education efforts by providing training and technical assistance, thereby broadening the expertise and capability of PRIMO staff.

2. To produce a base of information about parent education programs and resources in the SEDL region which shall complement and support the parent education materials information base (PMIC) already established in Project PRIMO.

3. To continue updating/expanding the base of the Parenting Materials Information Center (PMIC) and the Parenting Materials Index (PMI).

4. To continue the dissemination and distribution of SEDL parent education materials and products (Parenting in 1977: A Listing of Parenting Materials and Positive Parent Booklets) in response to need requests.

5. To initiate institutional linkage mechanisms which will facilitate the development of local and regional working relationships with parent education providers, thus allowing for a more effective response to needs by Project PRIMO and the Parent Education Center (PEC) when established.

6. To conduct a follow-up study of the impact of multimedia training packages on parent participants at three (3) levels:

   Level A: Retention of parenting knowledge by participants.

   Level B: Changes in parenting behaviors, as reported by participating parents.

   Level C: Changes in parenting attitudes, values and/or beliefs, as reported by participants.

7. To plan and conduct a pre-marketing program designed to facilitate the commercial reproduction and publishing of fifteen (15) multimedia training packages.

An explication of the various activities related to each of these objectives can be found in Section 6 of the June 1978 proposal entitled, "Scope of Work" which was submitted to NIE.

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C. Scope of Work Changes

1. Objective One indicated that PRIMO was to provide 4-6 parent education program sites with training and technical assistance as a means of broadening their expertise and that of the PRIMO staff. These 4-6 new sites were in addition to three (3) ongoing sites PRIMO had worked with formerly. This totaled ten (10) potential sites for PRIMO to work with in terms of technical assistance. The June 1, 1978 NIE Notification of Grant Award reduced the number of potential new sites from 4-6 to 2-3.

However, after PRIMO selected its new sites and determined the amount of T&TA each would need, PRIMO found it possible to serve three (3) other new sites. These new sites had very interesting programs and had expressed a sincere desire and willingness to work with us. In addition, their T&TA needs were of a quantity that PRIMO felt it could handle. Therefore, the breakout in terms of T&TA sites that PRIMO was involved with was as follows:

Original Sites - 3
New Sites - 3
Additional New Sites - 3
Total...9

2. Objective Two. This objective was designed, through a survey, to produce a base of information about parent education programs and resources in the SEDL six-state region. Such information was viewed as an important addition to the information base concerning materials in the PMIC. Activities 1-3 (See June 1978 Proposal submitted to NIE) of this objective were completed. At the end of July, the Research Associate for PRIMO resigned to take another position. The bulk of this objective's responsibility was hers. Simultaneously, work on the survey to that date

indicated some uncertainty with respect to both the feasibility and value of pursuing this effort further.

It was agreed between NIE and PRIMO that work be suspended on the survey until (1) a further examination of similar documents could be completed, (2) further contacts with SEA persons regarding need for parent education programs and resources directory, (3) the PRIMO Linkage Conference was completed with the Conference used as forum for determining the feasibility of developing this directory.

After several telecons between the NIE Project Officer and PRIMO Director, Dr. Moles recommended (1) that the survey effort be eliminated and (2) the the remaining resources (funds) be reallocated to other activities (Moles letter of 10/6/68). In a letter dated November 8, 1978 to Dr. Moles, the PRIMO Director specified a revised set of objectives, activities, staff assignments and staff time allocation. This set of revisions was to replace the former Objective Two. In its place were Objective 2.0, 2.1, and 2.2. Upon acceptance of the proposed changes, activities proceeded according to the indicated timeline. The revised objectives are as follows:

Objective 2.0: To conduct a limited revision of materials (leader's manuals) contained in the twelve (12) original MMTP's produced by SEDL.

Objective 2.1: To implement PMI usage and evaluate that usage at selected teacher/social service training institutions.

Objective 2.2: To plan, implement, and evaluate, on a limited basis, a system for lending PMIC materials upon request.

Activities related to each of the revised objectives can be found on pages 34-37 of the November 30, 1978 Interim Report.

3. Objective Five. Activities 13-21 were not undertaken. The expenses for convening the PRIMO Linkaging Conference (11/16-17/78) far exceeded estimated expenses. It was impossible to arrange for organizing and convening an advisory committee meeting. Given the lack of funds to carry out these activites, it was agreed that they be cancelled for consideration at a later date.

D. Summary

During the period of June 1, 1978 to November 30, 1979, Project PRIMO engaged in and completed the following activities:

Objective One:

a. provided a variety of training and technical assistance to eight parent education programs based upon a negotiated set of services between the program and PRIMO.

b. provided informal, limited technical assistance to one additional parent education program at Huston-Tillotson College (Austin)--See August 31, 1979 Interim Report.

c. did not reach a final agreement with one program, although nearly a year of discussion/interaction was held. (See later discussion in this report for more details).

d. provided technical assistance to several parent education agencies/programs through conduct of on-site workshops in Louisiana, Florida, Maryland, Texas and Arkansas.

Objective Two:

a. initiated plans for conducting a survey of parent education programs as a means of establishing a base of information about parent education programs and resources in SEDL region; terminated this effort with mutual consent of NIE when determined that such an effort would be duplicative of other efforts at that time.

b. replaced this effort with three (3) new activities and thus:

- completed the revision of twelve (12) leader manuals in previously developed training packages.

- planned and implemented a limited lending of PMIC materials to local (Austin) requestors.
- placed, monitored, and evaluated the use of the PMI in the teacher/social service training component of six universities.

Objective Three: a. identified almost 450 new materials and of that number acquired and catalogued more than 250 as a means of updating and expanding both the PMIC collection and PMI information base.

b. analyzed more than 190 materials for entry into the PMI.

Objective Four: a. disseminated SEDL parenting materials information to more than 2,000 requesters and to approximately 3,000 participants attending some 50 or more different conferences, workshops, conventions, meetings, etc. in response to requests.

b. distributed through sale, more than 131,000 SEDL parent education materials (approximately 130,300 Booklets, 900 Listings, and 22 TV Spot Tapes) in response to written requests.

Objective Five: a. conducted a workshop with key parent education persons from the SEDL region.

b. received information from participants to formulate a draft set of specifications for a plan of action to increase networks/linkages between and among parent eduation providers in SEDL region.

c. synthesized information from draft participant suggestions and produced the conference proceedings document.

Objective Six: a. conducted an extensive followup impact study of the effects of multimedia training packages on changes in parent participants child rearing beliefs and behaviors.

b. produced a set of specific recommendations for parent education program providers and policymakers.

c. derived a set of questions to form the basis for future research efforts.

Objective Seven: a. planned and conducted a publisher's alert to help facilitate the acceptance for commercial reproduction of fifteen (15) previously produced multimedia training packages.

b. provided a full complement of materials to 5-6 publishers who are considering the submission of an RFP to publish the MMTP's.

In the sections that follow, a more detailed description is provided with respect to the various activities that PRIMO initiated and completed in order to accomplish each of its objectives as originally proposed with the modifications discussed in the preceding "Scope of Work Changes" section.

E. Definition of Terms

Several specific terms were used throughout the written reports, documents and activities of PRIMO. Some of these terms are defined differently by the variety of people who use them. In order that PRIMO's meaning of these terms is clear, the following working definitions are provided:

1. Parent Education - those activities concerned with the development of parenting skills, attitudes and behaviors which help optimize the development and education of children, thus enabling parents and those who fill a parenting function to become more effective.
2. Parent Involvement - a range of processes through which parents can (a) discover, then further develop their strengths, talents and skills; (b) use these resources to enhance life for their families; and (c) gain more control over their destinies.
3. Parent Education Program - organized effort(s) which provide a range of activities and use a variety of techniques to effect both the child rearing and personal growth and development of those performing parenting roles.
4. Parents - an individual(s) who provide or help provide a child/children with basic nurturance, care, support, protection, guidance, and direction as they grow and develop.
5. Technical Assistance - the processes involved with assisting individuals, groups, agencies, organizations, and institutions to develop expertise in carrying out their functions/roles more effectively; usually done through providing services, materials, consultations, training, etc., in order to accomplish desired and/or stated goals and objectives.

OBJECTIVE ONE: To assist two to three sites within the SEDL region in initiating or further developing education efforts by providing training and technical assistance, thereby broadening the expertise and capability of PRIMO staff.

As a consequence of PRIMO's initial phases of work, it was found that there was very little systematic organization of plans, development of parent education activities and utilization of materials and resources in programs which were based upon clearly defined client needs. Most evident from past PRIMO experience with parent education programs, was the fact that a major need of many programs centered around staff training with respect to planning, development, implementation and evaluation of a range of activities to meet the diverse needs of the intended target audience. In addition, special training was needed in the selection and use of strategies involving the use of products and materials as viable supplements to parenting efforts.

During the past funding period PRIMO proposed to work with a limited number of communities to offer training and technical assistance in the implementation of parent education programs. Before site selection could begin, PRIMO staff defined the levels of training and technical assistance (T&TA) and then determined the range of T&TA which could be provided.

1. Levels of Training and Technical Assistance:
    a. Information Assistance - basically involves provision of parent education information with respect to currently available materials, programs and resources. T&TA at this level was usually handled by phone or mail.
    b. Site-Based Assistance - basically involves providing specialized services to parent education programs (PEP's) either at the program location or at SEDL. PRIMO staff traveled to sites and worked closely with site staff as one means of delivering this kind of assistance. In addition, site staff came to SEDL to receive PRIMO T&TA on several occasions.
2. Range of Training and Technical Assistance Activities:
    a. Parent education program (PEP) assistance with needs sensing/ assessment.

b. Parent education program assistance with location of various resources to meet needs.

c. Parent education program assistance with identification and selection of needed materials.

d. Parent education program assistance with dissemination of information to clients and other programs.

e. Parent education program assistance with identification, recruitment, selection and organization of participants.

f. Parent education program assistance with development of plans (goals and objectives) based upon identified or expressed needs.

g. Parent education program assistance with staff training with regard to PRIMO materials/products.

h. Parent education program assistance with assessing the effectiveness of PRIMO materials/products.

i. Parent education program assistance with conducting media campaign activities with certain PRIMO materials/products.

j. Parent education program assistance with planning the implementation of specific activities.

The criteria for selecting sites to receive PRIMO training and technical assistance (T&TA) were based upon specifications that the PRIMO staff deemed as necessary to (1) help sites understand the nature of T&TA PRIMO would provide, (2) help PRIMO understand the nature of T&TA sites needed, and (3) ensure that a common understanding be reached by both parties regarding the extent of T&TA to be provided.

It was decided that sites considered for selection to receive T&TA would have to meet certain standards and would have to operate under conditions which are commensurate with the goals and objectives of PRIMO.

Overall, sites were selected based upon two broad criteria: (1) the site was suited to benefit from PRIMO T&TA, and (2) the site's needs can be "met" by PRIMO T&TA.

To facilitate site selection, PRIMO staff developed a list of criteria to aid site selection. (See Appendix A of October 12, 1978 Interim Report). Once the criteria were established, a total of thirty-five potential sites in Texas were identified and contacted. Of those thirty-five sites, fourteen (14) were in public school districts, ten (10) were Head Start/child development programs and eleven (11) were classified as other. (See Appendix D of October 12, 1978 Interim Report for names of potential sites.)

Letters were sent to the sites during the first week of August 1978. A response sheet and self-addressed envelope were enclosed. Response sheets were returned by eight (8) sites. Two sites responded by telephone expressing an interest to work with the project.

After contacting the sites that did not respond and reviewing information concerning the sites that did respond, the PRIMO staff identified six sites to plan, initiate and provide ongoing T&TA. These sites were:

1. San Antonio 4-C's
2. Edinburg Independent School District
3. Fort Worth Parenting Guidance Center
4. Austin ISD Bilingual Program
5. Austin ISD Migrant Program
6. Extend-A-Care, Inc.

Five of the six sites selected signed a contractual document (Joint Work Agreement) to participate with Project PRIMO.

A working relationship did not materialize between Project PRIMO and Austin ISD Migrant Program due to the fact that the program, after an extended period of negotiation, finally decided that the direction they would be taking in their parental involvement component did not jibe with the kinds of services PRIMO had to offer. In addition, the objective of Title I in their school district emphasized reading, whereas Project PRIMO activities did not focus on reading.

The three sites that had previously worked with PRIMO '78 were also contacted to discuss the continuation of T&TA activities for this funding year. All three sites agreed to continue receiving T&TA from Project PRIMO. These sites were:

7. Mercedes Independent School District
8. Lockhart Independent School District
9. San Antonio Head Start

Mercedes was provided training for staff trainers in the use of the MMTP's and leadership dynamics. Parent training was conducted using all three packages simultaneously with three different parent groups that rotated training sessions until all parents had been trained with all three packages.

All three sites continued to use the MMTP's, the TV Spot films and the Positive Parent Booklets.

A. Site Implementation

The sites selected varied in terms of (1) the number of staff persons assigned to parent education activities as compared to the number of parents in the program, and (2) of that number, the percentage of parents participating in parent education activities. It is not unusual to find that the percentage of parents who participate in parent education programs numbers far less than the total number of potential parent participants in a given program. A variety of reasons are offered to explain this including parent apathy, lack of program relevance, growing number of working parents, and programs designed for mother as only parent, to name a few.

In most of the sites, parent education activities were a secondary component. Primary activities of such sites included the following: child care (Extend-A-Care); preschool education (San Antonio Head Start and San Antonio 4-C's); elementary education (Mercedes, Edinburg, Lockhart);

bilingual, migrant and elementary education (Austin ISD Title I Migrant and Austin ISD Bilingual); and group and individual counseling (Parent Guidance Center, Fort Worth). The emergence of parent education as a major component is new to many programs dealing with children and families. Thus, the unclear articulation of parent education goals, objectives, and activities may also account for low parent participation. In order to provide a composite picture of the PRIMO T&TA sites, information was gathered and divided into two distinct areas. Table 1 summarizes the demographic characteristics of each site. Table 2 summarizes the range of T&TA offered by PRIMO to each site. Data in this table was compiled from (1) the T&TA Checklist initially filled out by sites; (2) the joint work agreement; (3) site reports and (4) interim reports. Table 2 displays a picture of T&TA that was requested by the site prior to signing the work agreement; T&TA that was agreed upon by the site and Project PRIMO, and additional T&TA that was provided by PRIMO as the contractual period progressed.

The following discussion is a summary of site demographic information and site/PRIMO interaction with respect to the kinds of T&TA provided.

1. Mercedes Independent School District.

The Parental Involvement Project of the Mercedes Independent School District comprises the Parent Education Program and primarily serves low income migrant parents of prekindergarten through Grade 5 school age children (i.e., Title I and Title I Migrant federal funding). Migrant students make up 40% of the District's 3,600 pupils.

Activities for the parents are conducted at four (4) of the seven (7) school campuses and include (1) the active participation of volunteer parents in activities dealing with the cognitive development of their children in school and in the home, and (2) the active use of the educational toy

Table 2: SUMMARY OF RANGE OF TRAINING AND TECHNICAL ASSISTANCE SERVICES PROVIDED TO PRIMO SITES

Range of Training and Technical Assistance	MERCEDES		SAN ANTONIO HEAD START		LOCKHART	
	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided
Assisting with Assessment of PEP Needs		[x]*			x	
. Appraise concerns/issues		[x]		[x]		
. Develop plan of action	x	x	x	x		
. Develop survey of needs		[x]				
. Conduct interviews of participants		[x]		[x]		
Assisting with Location of PEP Resources						
. Locate additional resources	x					
. Locate agency contacts						
. Locate PEP contacts	x					
. Locate new materials/products	x		x			
Assisting with Identification/Selection of Materials				[x]	x	
. Conduct materials searches				[x]		
. Prepare special material bibliographies				[x]		
. Lend PRIMO materials	x			[x]	x	
. Train staff in use of PMI	x	x	x	x		
. Keep PEP up-to-date with PMI materials	x		x	x		
Assisting with Dissemination of Parenting Information						
. Develop strategies for disseminating information to parents		[x]	x	x		[x]
. Plans for developing and using brochures	x		x		x	
. Plans for development and use of newsletter			x			
. Plans for developing information-sharing network	x	x	x		x	

*[x] indicates additional T&TA provided by PRIMO

Table 1: SUMMARY OF SITE PARENT EDUCATION INFORMATION
GATHERED BY TELECON, OCTOBER 1979

		MERCEDES	SAN ANTONIO HEAD START	LOCKHART	EDINBURG	SAN ANTONIO 4-C'S	FORT WORTH	AUSTIN ISD	EXTEND-A-CARE
1.	What is the total number of your administrative and provessional staff?	4	22	1	1	3	17	1 Coordinator 9 Specialists	13
2.	What is the total number of this staff whose primary on-going job responsibility is related to parent education?	1 + 5 Community Liaisons	4	8	15	1 + 24 center directors and social workers	4	1 professional + 8 community reps.	2 + 5 part time supervisors
3.	What is the total number of parents in your program?	259	900	400	946	500	5,000	5,500	650
4.	What percentage of this number of parents participated in parent education activities?	80%	50%	30%	98%	20%	100%	40-50%	60%
5.	What is the total number of parent education meetings you have in a year?	378	162	25	138	24	300	68	80
6.	What percent of all your activities are related to parent education?	5%	50%	20%	60%	10%	50%	30%	20%
7.	What year did your program begin?	1966	1965	1970	1921	1969	1975	1900+	1969
8.	What year did the parent education component begin?	1977	1970	1975	1977	1974	1976	1974	1975
9.	What is the ethnic composition of your parents?	*MA-100%	MA-49% B -45% A&other 6%	A -30% MA-69% B - 1%	MA-95% A -4% B -1%	MA-50% B - 49% A - Other-1%	A -50% B 18% MA-10%	MA-90% A/B-10%	MA-20% A -50% B -35%

*MA - Mexican American
B - Black
A - Anglo

Table 2, Continued.

EDINBURG		SAN ANTONIO 4-C's		FT. WORTH		AUSTIN ISD		EXTEND-A-CARE	
Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided
	[x]	x	x		[x]	x	x		
x	x	x	x	x	x				[x]
		x		x	x				[x]
		x	x	x	x				[x]
		x							[x]
	[x]		[x]				[x]	x	x
				x					
				x					
				x					
			[x]					x	x
				x					[x]
x				x					
x				x	x			x	x
x	x		[x]	x	x		[x]		[x]
x			[x]	x				x	x
								x	x
x	x	x	x	x					[x]
x		x		x					
x		x		x					
x		x		x					

Table 2, Continued.

Range of Training and Technical Assistance	MERCEDES		SAN ANTONIO HEAD START		LOCKHART	
	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided
Assisting with Identification, Recruitment and Selection of Participants						
. Plans for securing eligible parents			x			
. Develop criteria for eligibility						
. Develop alternative recruitment activities						
. Develop method for selection of parents						
Assisting with Development of Plans to Enhance PEP Activities		[x]		[x]		
. Suggest and recommned new approaches	x	x	x			[x]
. Plans for increase in non-center activities			x			
. Plans for more proactive parent role			x			
. Plans for activities for more family involvement	x	x	x			
Assist with Training Activities Involving Use of PRIMO Materials						
. Parenting Materials Index	x	x	x	x		
. Multimedia Training Packages (Family Roles and Relationships, La Familia y el Respeto, Ways to Discipline Children)	x	[x] x	x	x.	x	x
. TV spots/booklets	x	x	x	x	x	x
Assisting with Assessing Effectiveness of PRIMO Material/Products Training		[x]				
. Planning evaluation activities		[x]	x			

Table 2, Continued.

EDINBURG		SAN ANTONIO 4-C's		FT. WORTH		AUSTIN ISD		EXTEND-A-CARE	
Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided
x			[x]					x	x
x		x							
				x					
		x						x	x
		x		x					
x	x		[x]				[x]	x	x
		x		x					
		x		x					
		x		x					
		x		x					
					[x]			x	x
		x	x	x	x			x	x
	[x]	x	x			x	x	x	x
x		x	x	x	x	x	x	x	x
								x	x
x	x	x		x	x			x	

Table 2, Continued.

Range of Training and Technical Assistance	MERCEDES		SAN ANTONIO HEAD START		LOCKHART	
	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided	Site Indicated Need	T&TA Provided
. Plans for user evaluation of PMI						
. Plans for MMTP evaluations		[x]				
. Plan Impact Study of MMTP		[x]				
. Plan evaluation of TV spots/booklets						
. Conduct T&TA process evaluation						
Assisting PEP with Media Campaign Activities Using PRIMO Products and Strategies		[x]				
. Plans for how to work with newspapers and radio and TV stations						
. Help develop announcements						
. Plans for use of material in talk show and newspaper features						
. Plans for developing liaison between PEP and media personnel						
Assisting with Implementing Specific Project Activities		[x]				
. Help locate sources for support from outside PEP	x	x	x			
. Aid with plans for responding to proposal requests						
. Suggest additional funding sources						
. Aid in plans for subcontracts for services needed						
. Identify other services at SEDL which may serve PEP needs	x	x	x			

Table 2, Continued.

EDINBURG		SAN ANTONIO 4-C's		FT. WORTH		AUSTIN ISD		EXTEND-A-CARE	
Site Indicated Need	T&TA Pro-vided	Site Indicated Need	T&TA Pro-vided	Site Indicated Need	T&TA Pro-vided	Site Indicated Need	T&TA Pro-vided	Site Indicated Need	T&TA Pro-vided
		x		x					
	[x]	x	x	x	x			x	x
		x	x	x					[x]
		x		x					
				x					
x	x				[x]		[x]		
		x		x	x				
		x		x	x				
		x		x					
		x		x					
								x	
		x	x	x					[x]
		x		x					
		x		x					
				x					
		x		x	x				

lending library at two of the campuses.

The parent education component began in Mercedes in 1977, and the program is made up of 100% Mexican American parents. The total number of staff members whose primary job responsibility is related to parent education was six (6): one coordinator of parental involvement and five community liaisons. The total number of parents in the program during this funding year were 259, and of that number 80% participated in the various parent education activities. The program estimated that 5% of their total program activities were related to parent education. A total of 378 parent education meetings were held during the year. The large percentage of parents reported to be in the Mercedes program was attributed to the program's well-organized parent education program plan.

Description of Site/PRIMO Interaction

The initial contact with the Mercedes ISD was made on August 1, 1978 to discuss the continuation of T&TA activities with Project PRIMO. Following the August 1, 1978 letter to site expressing interest in exploring additional ways to develop and carry out parent education activities, a meeting was scheduled (a planning session) to (1) discuss activities for forthcoming year 1978-79, and (2) consider involvement of Project PRIMO in site's program.

A planning session was held August 28, 1978. Discussions focused on specific activities for (1) identifying-assessing needs, (2) writing a general parent education plan, (3) specifying goals and objectives, and (4) evaluation activities.

Training sessions regarding use of the Multimedia Training Packages for parents took place September 11-12, 1978 for eleven (11) leaders and co-leaders. Actual site training sessions for parents began later in September. PRIMO orientation was provided for the superintendent, federal program director and

and parental involvement coordinator to provide them with in-depth background information about Project PRIMO.

A visit was made by the site to SEDL during the month of February to discuss the identification of other services at SEDL that may be of help to site's parent education program. Site requested inservice for identifying/borrowing materials/reports on parent education.

During the months of February and March, the site continued using the MMTP's with parenting groups four nights a week.

A request was made by the site for Project PRIMO to help in developing an evaluation instrument which could assess more formally the success of parent education activities conducted by the site during this program year. The program felt that they had been very successful and wanted to find out how much and in what areas.

The site staff met with PRIMO staff at SEDL during late April 1979 to seek consultation on ways to establish appropriate evaluation procedures for assessing outcomes of the parenting sessions.

Dr. Kay Sutherland, of Project PRIMO, provided the site with suggestions for planning and establishing an evaluation process.

Except for the administrative staff of the district's federal projects all other staff was off for the summer. Thus, there were no activities planned during that period for parent education. After summer vacation the site and Project PRIMO continued working together and planning for pre-service activities and discussed ways that PRIMO could further assist site with parent education program plans for FY 79-80.

2. San Antonio Head Start

The San Antonio Head Start Program currently operates fourteen (14) education centers for preschool children of eligible low income families in the city/county area. The program provides multi-services (educational, social, health, etc.) to the children and their families. The program began in 1965 and the parent education component began in 1970. Fifty percent (50%) of the program activities are related to parent education.

Five (5) of the fourteen centers operate on a half-day or half-time basis for children and families who are only able to participate in the program on a limited time schedule.

The program has a total of twenty-two (22) administrative and professional staff of which four (4) staff members' primary on-going job responsibility is related to parent education.

The program had approximately 162 parent education meetings in a year and a total of 900 parents in the program. Fifty percent (50%) of the parents participated in parent education activities. The ethnic composition of the program consisted of forty-nine percent (49%) Mexican American, forty-five percent (45%) Black, and six percent (6%) Anglo and other participants.

Description of Site/PRIMO Interaction

Following the August, 1978 letter to site, expressing interest in continuing the T&TA activities with Project PRIMO and exploring additional ways to develop and carry out parent education activities, a meeting was scheduled to discuss the continuation of T&TA activities with site. The purpose of the meeting was (1) to review past T&TA activities provided, (2) how PRIMO materials could be used, (3) to discuss inclusion of new centers, (4) to learn about an expanded parent education program plan and (5) discuss ways that PRIMO could coordinate with the program, as well as types of T&TA that PRIMO could provide. The site was asked to complete T&TA checklist and work on a master plan for parent education that would include Project PRIMO. Site requested the continued use of PRIMO materials and continued training with MMTP's. Site also agreed to request additional TA as needed. It was the intent of Project PRIMO, after the site had identified its T&TA needs, to indicate the kinds of T&TA they could provide.

A site visit was made on December 19, 1978 to discuss site's Parent Education Plan, T&TA Checklist, and to tentatively plan parent education activities with the site based on the program plan and the checklist.

In the process of reviewing the site's parent education program plan of activities for the coming year the site staff and PRIMO agreed that T&TA could be provided in the following areas:

1. development of more comprehensive needs assessment
2. assist with identification, location and use of additional parent education development materials for site activities.

As a result of these discussions, the site planned to:

1. plan and develop a more comprehensive needs assessment with PRIMO assistance
2. plan inservice activities for administrative level staff and center staff
3. develop a tentative schedule of training activities and request T&TA as needed
4. identify audiovisuals and get more exposure to parenting material resources
5. continue the use of TV Spots and Positive Parent Booklets

Initially, PRIMO provided training and planned with site in the development of a more comprehensive needs assessment. PRIMO also identified and provided additional resource materials as requested. A Joint Work Agreement was reviewed and approved by site staff on January 25, 1979.

During the months of January and February, the site was in the midst of the Funding Program Officer's visit, and the evaluation of the center. Although the site requested Positive Parent booklets, it was indicated that the earliest time that they could work together with PRIMO would be sometime during late March.

Site visit was made by PRIMO staff during the first part of March. The contact person for the site had assumed new staff responsibilities and another site contact person was assigned to Project PRIMO. During this visit, discussion centered on (1) parent training plans and schedule for the next three months along with (2) T&TA activities and a projection of program Parent Education activities.

As indicated in the site's progress report (May 1979), the site was in the middle of moving their present administrative staff to a new facility. The site had completed training sessions using all three of the MMTP's and sixty Positive Parent booklets had been passed out, but the information cards had not been returned by recipients. Site had used PSA's for parent meetings, but had not used the Parenting Materials Index (PMI) during this reporting period. Tentative arrangements were made to provide TA during the latter part of June in planning for the fall preservice and inservice training.

The site informed PRIMO that they did not have plans for summer parent activities due to the fact that all centers would be closed, and that they would be moving their entire central administrative offices to a new location during the months od June and July.

In August, the site reorganized staff duties and a change in contact person for the site occurred. Due to programmatic changes which revealed no increased emphasis regarding parent education activities, very little action took place between the site and Project PRIMO other than discussion about conducting a needs assessment and the continued use of PRIMO resources.

3. Lockhart Independent School District

The Lockhart Independent School District, the agency of contact, has an early childhood program for handicapped children, an ESEA Title I Program, and an "alternative school system" for teenagers with drug and other problems. There are a total of 2,744 students: 261 are Black; 1,472 are Mexican American; 13 are American Indian, and 1,008 are Anglo.

Lockhart Kinder, where Project PRIMO was utilized, is part of the Lockhart Independent School District. The Kinder has 156 students; 11 Black, 87 Mexican American, and 58 Anglo. There are approximately 400 parents in the program. One percent (1%) of these are Black, sixty-nine percent (69%) Mexican American and thirty percent (30%) Anglo.

The target population of the Lockhart Kinder's parental involvement program efforts are migrant parents of preschool age children. However, all other parents of preschool age children may participate in these efforts.

The Lockhart program has one staff person who is responsible for parent education in the program with eight additional staff members whose primary responsibilities include parent education activities. Twenty percent (20%) of the program's activities are devoted or related to parent education. The program had approximately twenty-five parent education meetings within a funding year. There are 400 parents in the program of which about thirty percent (30%) participate in parent education activities regularly.

Description of Site/PRIMO Interaction

Lockhart Independent School District was contacted by Project PRIMO, August 1, 1978 to inform site that Project PRIMO was interested in continued participation of the site with the project.

A new parent education coordinator had been hired and the site was interested in knowing what a continuation of T&TA would involve.

A letter was sent which described the range of T&TA activities and services that PRIMO could provide. The site was willing to continue working with PRIMO, and agreed to reques T&TA as needed. The site stated that they would not need training for MMTP's but would like to continue using them, and would schedule training sessions. The site was also interested in the continued use of the Positive Parent booklets and the 16mm TV Spots with parent sessions. A decision was made to discontinue the use of the PMI due to a limited number of users and the lack of interest.

A site visit by PRIMO staff was made on November 7, 1978 to discuss PRIMO T&TA (second work phase), continued T&TA activities and to retrieve PMI materials.

The Joint Work Agreement was reviewed and approved by site staff during the month of January, 1979.

During the months of February, March, April and May, the site was asked to review revised copy of the Program Implementation Manual (PIM) and to make written comments and reactions to it. The site continued using the PSA's and Positive Parent booklets for parent meetings during this period. Most of the Positive Parent booklets had been passed out and site had collected response cards. The site expressed an interest in taking a sample of PRIMO materials to the Association of Childhood Education International Conference in St. Louis to use as a display of additional resource materials. The site's presentation at the conference was entitled, "Parenting on a Shoestring." The site felt that they were invited because their parent model or program is based on commitment rather than a grant or additional funds. Site requested TA during the month of June to assist in planning for preservice and inservice for teachers.

Due to the school's not having a summer program, there were no parent education plans scheduled for the summer. During the month of August the site contact person and Project PRIMO staff discussed plans for preservice and the possibility of conducting a needs assessment prior to developing a new PEP plan. Also discussed were ways that PRIMO could further assist site and the site's options with respect to retaining or returning PRIMO provided materials.

4. Edinburg Consolidated Independent School District

The Parental Involvement Program (PIP) coordinates all the activities for parent participation in the Edinburg Consolidated Independent School District. Currently, the office organizes and monitors the activities of 124 active members of Advisory Committees for (1) the Office of the Superintendent, (2) the fourteen (14) individual school campuses, and (3) the different Federal projects. This Central Office also provides extensive and concerted public relations services for the entire school district and the community of Edinburg. A cable television program out of nearby Harlingen, Texas also utilizes the Positive Parent TV spots of PRIMO for information and recruitment purposes. The program serves primarily migrant and low income parents, and through its Outreach Project, reaches 4,000 residents through home visitations and consultations. Of the overall program activities, sixty percent (60%) of the activities are related to parent education. The program's parent education component began in 1977, and there is an estimated number of 946 parents who are currently in the program. Ninety-eight percent (98%) of the parents in the program participated in parent education activities that were conducted in 138 parent education meetings this past year.

Description of Site/PRIMO Interaction

The Parental Involvement Coordinator for the Edinburg Consolidated Independent School District was contacted by Project PRIMO during the month of August 1978 to join in a cooperative work venture on Parent Education with Project PRIMO.

The Community Education office of the school system coordinates all parental involvement activities for the entire district. The Parental Involvement Coordinator was interested in providing more substantive instructional activities for parents and thought that PRIMO's T&TA was just the type of assistance they needed.

Site was contacted during the month of September to request information regarding parent involvement/parent education activities of the site, and also to request additional information about the PRIMO T&TA Activity Checklist.

During the month of November, the site and PRIMO staff continued discussions regarding PRIMO/Site contacts, and discussed the feasibility of PRIMO staff making a visit in order to interact with site staff in assessing local T&TA parent education needs.

The site was allowed to review and comment on the Interim Report prepared by PRIMO to NIE (November 30, 1978).

A visit to site was made by PRIMO staff on December 13, 1978 for the purpose of providing Administrative staff with an orientation to Project PRIMO, i.e., its history, purpose, goals and objectives, and to review the site's parent education program plans and needs for training and technical assistance.

Although communication continued between the site and Project PRIMO from September to December, 1978, the joint work agreement was not signed until January 1979, due to the fact that the Director of Special Services insisted that a "needs assessment for the parenting sessions be conducted" before the joint work agreement could be formalized. It was agreed by the site and Project PRIMO that the agreement would be signed pending outcome of needs assessment.

Training was requested during the month of February for six (6) ESEA School Counselors who served as leaders/co-leaders in the implementation of MMTP's at site's school district.

On March 6, 1979, the site was contacted by Project PRIMO in order to ascertain (1) the status of its parent education program, (2) progress of parent education program plans, (3) problems/needs of the parent education program and (4) additional requests for T&TA. The site informed Project PRIMO that plans for conducting parenting sessions had not been formalized, but preparations were being made to schedule them during the latter part of April. Counselors from the District's ESEA Title I program conducted six (6) sessions every two weeks using the Discipline and La Familia multimedia training packages.

The site was contacted by Project PRIMO concerning assistance with evaluating the revised Parenting Information Manual. In addition, information was sought regarding site needs for PRIMO T&TA with MMTP training and implementation and plans for summer parent education activities. The Parental Involvement Coordinator provided an orientation for her staff regarding implementation of the parenting sessions. She felt confident that with their previous experience as a pilot test site and with the "self instructional" nature of the MMTP manuals, the sessions could be conducted successfully without receiving additional PRIMO T&TA.

By the end of May, six parenting sessions had been completed and both the leaders and co-leaders and parents were pleased with the training.

No summer activities for parent education were planned in that the program was not in operation from June 15 through August 31, 1979.

During the latter part of August and September, technical assistance was provided to the site coordinator concerning program planning and resources.

5. Coordinated Child Care Council of Bexar County, Inc. (4-C's)

The Coordinated Child Care Council of Bexar County, Inc. (4-c's) was organized in 1969 and serves to mobilize public, private, agency and individual resources in support of adequate and quality child care services to children of low income families, using neighborhood-based organizations for effective service delivery. At present, the Council provides comprehensive child care and child development services to 764 children at twelve (12) sites through subcontracts with ten (10) agencies. The Council is composed of more than 120 persons including representatives of public and private agencies, parents and interested citizens. Since 1971, the Council has been involved in funding under Title IV-A and Title XX, with close coordination and cooperation with the Texas Department of Human Resources, and maintains close communication with local colleges, universities professional associations and community agencies.

Description of Site/PRIMO Interaction

The Coordinated Child Care Council, Inc., San Antonio and Bexar County, Texas was contacted with respect to becoming a potential site for Project PRIMO. The 4-C's Program Coordinator was pleased and stated that (1) they had been looking for assistance like PRIMO offered for some time and that (2) it appeared that Project PRIMO could benefit with respect to their needs and plans. The site reviewed PRIMO's range of T&TA services and designated those activities that would help facilitate their parent education program efforts. The site staff was invited to visit Project PRIMO for an orientation and information-sharing meeting with PRIMO staff. The site was asked to bring information which described plans, activities, etc. of their parent education program. The orientation meeting with the site and PRIMO staff took place on October 2, 1978. The meeting provided an opportunity to exchange information about the program, purpose, goals, and objectives, products and materials, activity, timelines, etc. of both PRIMO and site's parent education activities. The site was most receptive to the possibility of working with Project PRIMO and indicated that time was needed to assess needs and/or preferences of Program Directors of their twelve centers in order to determine how PRIMO could best serve their overall parent education program.

Project PRIMO was asked by the site coordinator to make a site visit and presentation to the Directors of the 4-C's Day Care Centers, at their November monthly staff meeting. The purpose of the meeting was to provide site staff with rationale, history of development, goals and objectives, and products/strategies of Project PRIMO.

Site was asked to review PRIMO's November 30, 1979 Interim Report as a means of better understanding the project. A planning meeting was held on December 15, 1979 to discuss arrangements for PRIMO staff and Site Coordinator to plan parenting session activities and training with use of the Multimedia Training Packages.

A Joint Work Agreement was reviewed and then signed by the site on January 15, 1979.

Training of the leaders and co-leaders of the MMTP's took place at the site on January 30-31, 1979 in San Antonio. Although parenting sessions were implemented initially at three centers (designated by site), it was decided that all directors of all the centers would undergo training activities provided by PRIMO staff. Fifteen administrative staff personnel, directors, and head teachers were trained. Training was scheduled and parenting sessions were implemented at three designated centers during February through April. During this time, the site was asked to review the revised copy of the PIM and to make written comments and reactions to the revisions.

Training was requested by the site on April 3, 1979 to train leaders and co-leaders with the MMTP's at two additional centers so that they could begin working with parents during the last two weeks in April. This time site staff were trained at SEDL.

Discussions between site staff and Project PRIMO were held during the month of May concerning ways in which Project PRIMO could help enhance Neighborhood Centers and coordination of parent education activities during the summer months. Site staff listed the following as concerns of the Neighborhood Centers: (1) Parenting, (2) Parental Involvement, (3) Home Learning Activities, and (4) Child-rearing practices.

On June 6, 1979, PRIMO received information from the sites that 4-C's would cease to function at the end of July 1979. It was suggested by the program coordinator that Project PRIMO negotiate with each of the Neighborhood Centers individually with respect to providing T&TA in parent education parenting sessions.

Two of the centers decided to continue working with Project PRIMO. The Mt. Zion Center continued parenting sessions during the summer using PRIMO materials along with other resources and the Inman Center discussed with PRIMO staff their plans for parent education program and parenting session during the fall of 1979.

6. Parenting Guidance Center

The Fort Worth Parenting Guidance Center began in 1975 with funding that came from both the private and the public sectors of the city of Fort

Worth. The parent education component began in 1976. Presently the program has outreach centers in four different locations in the city and provides different kinds of education classes for parents and substitute parents, a volunteer program, and a special treatment model for the resocialization of abusive and neglectful parents. The center has a total of seventeen (17) administrative and professional staff personnel and of this staff four (4) persons have primary responsibility for parent education. Staff members have background preparation and skills in several disciplines including education, social work, philosophy, theology, math, guidance and counseling, psychology, language and anthropology. Approximately fifty percent of the program's activities are related to parent education. The program has had a total of 300 parent education meetings during the past year. Participants have included parent groups as well as individual counseling clients. The program had 5,000 parents to participate in the various parent education activities that were offered.

The ethnic composition of parents in the program is fifty percent (50%) Anglo, eighteen percent (18%) Black, and ten percent (10%) Mexican American with twenty-two percent (22%) unaccounted for, based upon reports to PRIMO.

Fees for the service provided by the center are assessed each participant and are determined by sliding scale according to income and family size.

Description of Site/PRIMO Interaction

The Parenting Guidance Center was contacted by Project PRIMO on August 1, 1978, concerning the possibilities of PRIMO providing T&TA to their program and the program becoming one of Project PRIMO's sites.

The site was sent a criteria checklist to determine possible ways that PRIMO might work with them. Information was also requested concerning the site's projected parent education program plans. The site forwarded this information and as a result, PRIMO staff scheduled a meeting for site staff to visit SEDL on October 26, 1978.

The meeting between site and Project PRIMO staff was very productive, with the site indicating much enthusiasm with respect to being able to work with PRIMO. Discussion centered around site's program and parent education plans, as well as Project PRIMO's resources, plans, etc.

The site requested that PRIMO staff visit its center November 9, 1978 and to make a presentation to the Director and staff. This presentation was made and covered (1) information and materials available, (2) T&TA that could be provided by PRIMO and (3) a review of parent education plan, needs and T&TA needs for the coming year. Site requested information concerning the range of T&TA activities and how PRIMO could better serve their program. Areas identified with respect to T&TA from PRIMO were:

a. Develop more comprehensive needs assessment.

b. Assistance with the development of TV Spot format.

c. Assistance with plans for airing selected TV Spots.

PRIMO staff trained site staff in use of PMI. MMTP training was scheduled for a later date. During the month of December the site was asked to review the interim report that summarized the interaction of the site and Project PRIMO. Useful comments were given. Site requested the use of four specific TV Spots. Project PRIMO was informed that the site contact person would not be with the program after January 31, 1979.

The joint work agreement was reviewed and approved by site on January 17, 1979. The TV Spots that site requested were forwarded to the site in late January 1979.

During the month of March the site conducted a campaign to publicize the PMI; response was very good. The publicity campaign consisted of the distribution of flyers, newspaper and newsletter writeup, etc. This effort continued during the spring months.

Positive Parent booklets were distributed, and the site was able to retrieve some of the recipient response information cards. A new director of parent education component was hired in May and development of parent education program plans including supporting goals and objectives were undertaken. Site decided to continue to use PSA's during the summer, and discussions concerning site plans, activities, and resource use continued through the summer and early fall between site and Project PRIMO.

7. Austin Independent School District, Title VII Bilingual Program

The Parental Involvement Component that began in 1974 is one of four that comprises the Title VII Program of the AISD (the others are instructional, human and staff development). The goals of the PIC are to create an awareness in the parents of the educational process of their children, and to achieve different degrees of involvement throughout the nine (9) school campuses in East and South Austin. One professional and eight (8) community representatives (liaisons) are responsible for parent education activities. Approximately thirty percent (30%) of the program activities are related to parent education. The program estimates that there are currently 5,500 parents in the total program. Ninety percent (90%) of the parents are Mexican American with the remaining ten percent (10%) being Black and Anglo. Of the total parents in the program between forty to fifty percent (40-50%) take part in parent education activities. Sixty-eight (68) parent education meetings were held during the past funding year.

Description of Site/PRIMO Interaction

The Parent Involvement Coordinator of the Title VII Program, AISD, was contacted by Project PRIMO in early August, 1978 about considering to participate with the project.

A meeting was held on October 4, 1978 at SEDL with Title VII Program staff to preview the revised MMTP's and PMIC Materials. Questions and concerns were raised regarding the Joint Work Agreement between the site and PRIMO and the kinds of T&TA that could be provided.

A planning session was held on October 17, 1978 at the site office to discuss ways of successfully implementing PRIMO products and strategies at Title VII school campuses. The session dealt with issues about designing and writing of parent education activities appropriate for the Bilingual Program (e.g., needs assessment, purpose, goals and objective, evaluation, etc.).

Site was asked to review and comment on Project PRIMO's Interim Report during the month of December. Several useful comments were provided.

A site visit was made by PRIMO staff on January 12, 1979 at the site office to make a presentation about Project PRIMO to the Director of Bilingual Education and the Parental Involvement Specialist. Discussion centered around the copy of the joint work agreement and the proposed Impact Study. The site staff members were concerned about the possibility of breach of the Privacy Act, and concern for the need to obtain clearance and approval from the Research and Evaluation Office of the AISD.

On January 17, 1979, Project PRIMO submitted to the Office of Research and Evaluation, AISD, an application for research study: An Impact Study of Parent Training on the Parenting Attitudes and Behaviors of Parent Education Participants. The purpose of this application and study was to contribute to the larger effort of developing a model for enhancing the capability of parent education programs and to deliver more effective services to their clients.

Submission of the application for review caused a delay in the initial implementation plans for site parent education activities with Project PRIMO. It was agreed that should the impact study be disapproved, all other PRIMO parent education activities would be implemented as per the Joint Work Agreement.

Plans were made on January 23, 1979 to discuss scheduling of MMTP training for early February. All nine (9) Community Representatives of the Title VII Bilingual Program took part in the training. The Discipline Package was excluded from training activity pending the decision made by the site's Research and Evaluation Office regarding the Impact Study.

Training with respect to the Multimedia Training Packages (Family Roles and Relationships and La Familia), Positive Parent TV Spots and Positive Parent Booklets took place at SEDL on February 6-8, 1979. All Title VII staff members participated in the training activities.

As a follow-up to the Training and Technical Assistance, site leaders and co-leaders requested that PRIMO trainer help in conducting the first parenting sessions. This assistance was provided on an informal basis and consisted of observing the training presented by the leaders and co-leaders. A PRIMO trainer attended training sessions for four weeks during February and March 1979.

On February 26, 1979 an appeals meeting was held with the AISD/ICC Staff and the PRIMO staff to appeal the decision to allow the Impact Study to be conducted in Title I Migrant and/or Title VII Bilingual programs of AISD. Discussion with ICC involved: (1) training of interviews, (2) sensitive nature of interview questions, (3) content of MMTP, (4) training of site staff, (5) utility of Impact Study results to AISD, and (6) use of project facilities.

A March 6, 1979 report from the Parent Involvement Specialist (Title VII) included the following: Parenting sessions were currently being conducted once weekly at three elementary schools, sessions were being scheduled to accommodate more parents and the program was engaged in the recruitment of more parents. Additional T&TA was requested for training leaders to implement the Discipline Package. Site also requested technical assistance to provide community representatives (leaders and co-leaders) with information regarding leadership skills and interaction with/between parent participants and the parenting sessions.

The Instructional Coordinating Council of the AISD rejected the appeals application for the Impact Study because of the following: (1) infringement of parents' privacy, (2) sophistication in sensitiveness of parent interview questionnaire, (3) length of interview questions and questionnaire, (4) lack of evidence of awareness of problems.

Site indicated no plans for summer activities in parent education for the program, but did request the assistance of PRIMO staff in developing parent education program planning activities and training for the FY 79-80. This TA was provided during August and September 1979.

8. Extend-A-Care

Extend-A-Care began its program in 1969 and operates between 2:30 and 5:30 at eighteen schools in the Austin Independent School District. Funding is from the Department of Human Resources, Title XX and the Emergency School Aid Act. There are 800 children involved in the program. Most of the participants are single, low income, working parents. Staff included more than 100 people: thirteen (13) administrative and professional staff, eighty (80) child care workers, two (2) professional fulltime persons and five (5) parttime supervisors who are primarily responsible for parent education activities. The parent education component began in 1975 and currently about twenty percent (20%) of all the program activities are related to parent education. During this past funding year the program held eighty parent education meetings for the 650 parents in the program. The program estimated that sixty percent (60%) of the parents participated in parent education activities. The ethnic composition of the participants is as follows: fifty percent (50%) Anglo, fifteen to twenty percent (15-20%) Mexican American, and thirty to thirty-five percent (30-35%) Black.

Description of Site/PRIMO Interaction

This site was contacted on September 6, 1978 to discuss possibility of site working with Project PRIMO, and to schedule a meeting for site to visit PRIMO office. A meeting was scheduled and held on September 13, 1978 for an initial visit between site staff and a PRIMO trainer to exchange program information and to schedule a date for a formal meeting with the site's administrative staff and PRIMO staff.

An orientation meeting was held on September 28, 1978 with site staff and PRIMO staff to discuss site's program and the possibility of the site working with Project PRIMO. At the meeting, site and PRIMO staff discussed and reviewed the site's (1) parent education plan, (2) T&TA Checklist and discussed the types of T&TA PRIMO would provide based upon the site's plan, and (3) checklist and needs assessment. Also there was a review of the site's proposed plan and instrument for conducting a needs assessment. Site's needs assessment was conducted during September and October 1978.

Planning sessions were conducted during the months of November, December, and January to further discuss training, T&TA activities, MMTP Impact Study, and scheduling for conducting the Impact Study.

The Joint Work Agreement was reviewed and approved by site on January 12,

1979. Training was provided by PRIMO staff during the latter part of January with MMTP "Ways to Discipline Children" and follow-up TA was provided for the leader and co-leaders who conducted the Impact Study.

PRIMO provided additional training for the MMTP's that were not used in the Impact Study, and provided a continuation of TA with MMTP's on an ongoing basis for leaders and co-leaders as needed. Assistance was provided for minitraining sessions using the TV Spots and Positive Parent Booklets, as well as assistance with recruitment of parents and training participants.

For the remainder of the contract period, site continued to use the PSA's and the MMTP's and the Positive Parent booklets, although the return of the recipient response cards passed out with the booklets was slow.

No summer activities were planned by the site in the area of parent education, and a turn over in staff and site contact occurred just as the contractual period was ending.

Project PRIMO continued providing technical assistance with the new site staff in the area of the assessment of needs, program planning, and the identification of resources.

B. Evaluation of PRIMO Training and Technical Assistance

The primary purpose of this evaluation was to determine the effectiveness of PRIMO training and technical assistance provided to selected sites. The evaluation process involved two phases: (1) a careful documentation by PRIMO staff of the T&TA provided to each site, and (2) an evaluation of PRIMO T&TA, using a questionnaire filled out by the site staff. The documentation phase of PRIMO's evaluation process served two purposes: (1) to provide a systematic method for PRIMO staff to cross-check and feedback necessary site information and (2) to use the documents as a method of self-evaluation with respect to T&TA provided to sites. Kaufman (1977) maintains that evaluation of a process is based on how well it is planned and executed. Enroute evaluation of both prosesses and progress towards outcome are accomplished by determining discrepancies between the goals and objectives and the activities being done. PRIMO's documentation process was an attempt to do this.

The documentation process of the PRIMO staff consisted of information gathering activities: (1) activity logs of telecons with sites, (2) written correspondence between PRIMO staff and site staff, (3) the Training and Technical Assistance Range of Activities Checklist, (4) the Joint Work Agreement, a contractual agreement between PRIMO and the sites on the provision of services, and (5) the PRIMO Site Technical Assistance Activity Description.

An evaluation questionnaire was completed by the site personnel in October 1979. It served as an end of the year evaluation of PRIMO's assistance to the sites. Site personnel were asked to evaluate the PRIMO training and technical assistance, Positive Parent booklets, Public Service Announcement spots, Parenting Materials Index and Multimedia Training packages. In addition, sites were asked to indicate what their strengths and weaknesses were before PRIMO T&TA was initiated as compared to when PRIMO assistance ended. Also sites were asked to assess the strengths and weaknesses of PRIMO's assistance. The following sections describe the results of these two evaluation phases.

1. The Documentation Process for Training and Technical Assistance Used for Evaluation.

The documentation process by PRIMO staff served as a means of maintaining a record of information regarding PRIMO training and technical assistance to the sites for the purpose of self-evaluation and checking back on information.

The Activity Logs were used to document information provided and exchanged during telecons to sites in a systematic and organized fashion. PRIMO staff recorded who initiated the contact, the date of the contact and the content of the discussion. They used the Activity Logs to refer back to what was discussed and to compile the interim reports. Telecons to the sites occurred between one and two times a month to each site, usually for the purpose of providing technical assistance. Sites would phone PRIMO staff to ask for assistance in the identification of resources, e.g., films and booklets for parent meetings. Other technical assistance included suggestions to resolve recruitment problems and planning parent activities centered around a particular topic. PRIMO staff would use Activity Logs to check back to see what sites needed and to see if PRIMO had complied with requests or to clarify requests for assistance. An analysis of the Activity Log content indicated that sites requested more assistance with short and long range planning than anything else. This is consistent with the data found in the questionnaire results where sites stated that one of their weakest areas was in planning.

The written correspondence between PRIMO staff and sites during the year included (1) an invitation to participate with Project PRIMO, (2) a letter requesting sites to fill out the Training and Technical Assistance Checklist, (3) a letter requesting information about site programs, (4) a letter from sites to PRIMO requesting visits by PRIMO staff, (5) a letter from PRIMO verifying the date of requested assistance along with kinds of help to be provided, (6) a letter from PRIMO to the site requesting concurrence on the Joint Work Agreement, and (7) an end of the year evaluation of PRIMO T&TA. There was no technical assistance provided in the written correspondence. PRIMO staff used the written correspondence primarily to refer to the dates when T&TA would be offered and agreement upon the types of assistance to be provided.

The Training and Technical Assistance Checklist was ued by PRIMO staff to ascertain the needs of sites. It consisted of a list of services available from PRIMO and a column where sites checked off the kinds of services needed. The Checklist gave the PRIMO staff an overview of each site's expectations and it was used as a basis for negotiating the Joint Work Agreement. The PRIMO staff used the T&TA Checklist to evaluate what could be provided at the beginning of the project. The Checklist was used at the end of the project to analyze (1) change in what T&TA needs were indicated by the site and what was actually provided (as stated in the Joint Work Agreement) and (2) areas of need most frequently indicated. (See Table 2.) An analysis of the T&TA Checklist indicates that the sites tended to desire assistance in the following areas: (1) assessing needs, (2) development of plans to enhance program activities, (3) development of long-range plans, (4) assistance with training for the MMTP's and (5) PRIMO resources (booklets, television spots, MMTP's). The PRIMO staff found the T&TA Checklist useful in giving them an overview of site expectations and enabled them to evaluate realistically what services could be provided.

The PRIMO Site Technical Assistance Activity Description described on-going interactions with sites. This document pulls together the documentation process and allows an outside evaluator to understand the interactions between PRIMO and its sites. The Activity Description consisted of (1) a description of all activity contacts with sites and a short summary of what occurred, (2) the materials used for conducting activities, (3) the relationship between the activity and the objectives in the Program Implementation Manual and (4) the reactions of PRIMO staff to the activity. The PRIMO staff found the Activity Description useful in (1) compiling interim reports and (2) in giving them an overview of the technical assistance status at each site. The PRIMO staff were able to identify any problems with communication and project the next steps of action. They could use the Activity Description to see if objectives of the PIM and the Joint Work Agreement were being met. PRIMO staff encountered a problem with the sites because the sites did not have a documentation process similar to PRIMO's which made it more difficult for PRIMO trainers to help the parent education programs in planning goals and objectives.

2. Evaluation Questionnaire to the Sites (October 1979)

A questionnaire was sent to the major contact person at each of PRIMO's nine T&TA sites. They were asked to evaluate several different areas of PRIMO T&TA. These included: (1) the training and technical assistance, (2) the Positive Parent booklets, (3) the Public Service Announcement Spots, (4) the Parenting Materials Index, (5) the Multimedia Training Packages, (6) the sites' strong and weak areas, (7) PRIMO's strong and weak areas, and (8) what PRIMO contributed this past year to the site's program activities.

Each section of the evaluation will be discussed separately. The summary discussion at the end will treat the overall evaluation of PRIMO training and technical assistance and provide some suggested recommendations.

From the replies received, PRIMO was most successful in helping the parent education programs develop expertise in the area of needs assessment, location of PEP resources, development of plans to enhance programs, and training for use of PRIMO materials. As will be discussed later, these are the areas where sites needed assistance and still need assistance.

a. Training and Technical Assistance.

Reviewing Table 3, all of the sites reported that they received satisfactory or very satisfactory service from PRIMO's training and technical assistance. The two sites that received the most T&TA were Mercedes and San Antonio 4-C's, and the site that received the least T&TA was Lockhart. Overall, the evaluation of PRIMO's T&TA was high for the services received.

One of the goals of the training and technical assistance was to help the sites develop expertise within their own staff resources. They were asked, "Of the following areas, indicate the ones in which you feel your program and staff have developed expertise and/or resources over the past year?" The reply was:

Areas of Training and Technical Assistance*

Sites	A	B	C	D	E	F	G	H	I	J
Mercedes	x	x	x	x	x	x	x	x		x
San Antonio	x	x	x			x	x	x		x
Lockhart	x			x		x	x	x		x
Edinburg		x	x	x	x			x	x	
Austin ISD	x	x	x			x	x			x
San Antonio 4-C's	x	x	x	x	x	x	x			
Fort Worth							x			
Extend-A-Care			x				x			

*See Table 3 for Areas of T&TA

x = areas where developed expertise

b. Booklets.

Each site received 300 of the Positive Parent booklets. Each booklet contained a postcard-size questionnaire that was designed to gather reactions from the readers. Each site was asked to provide one person assigned with the responsibility for distributing the Positive Parent booklets to parents participating in the project and/or to parents the site identified as recipients of the booklets. This site person was responsible for coordinating the collection of the booklet reaction cards from

Table 3: SITE RATING OF PRIMO TRAINING AND TECHNICAL ASSISTANCE

	RATING SCORE*							
AREAS OF TRAINING AND TECHNICAL ASSISTANCE	MERCEDES	SAN ANTONIO HEAD START	LOCKHART	EDINBURG	SAN ANTONIO 4-C's	FORT WORTH	AUSTIN ISD	EXTEND-A-CARE
A. Assessment of PEP needs								
1. Appraise concerns	4	4	-	3	3	3	3	-
2. Develop plan of action	4	4	3	4	3	NA	3	NA
3. Develop survey of needs	4	-	-	-	4	-	-	-
4. Conduct interviews	4	4	-	-	-	-	-	-
B. Location of PEP resources	4	-	-	3	4	-	4	4
C. Identification of materials								
1. Conduct searches	-	4	-	-	3	-	-	3
2. Lend PRIMO materials	4	4	-	4	3	4	4	4
3. Train staff in use of PMI	4	4	-	-	4	4	4	-
4. Keep PEP up to date with PMI	-	4	-	-	3	3	-	-
D. Assist with dissemination of parenting information	4	4	3	3	3	-	3	-
E. Recruitment of participants	-	-	-	-	3	-	-	3
F. Development of plans for PEP activities	4	4	-	4	4	-	4	3
G. Training with PMI								
1. PRIMO materials	4	4	-	-	-	4	-	-
2. MMTP's	4	3	-	4	4	-	4	4
3. TV Spots/booklets	4	3	-	4	3	3	4	4
H. Effectiveness of PRIMO training materials								
1. Planning evaluation	4	3	-	3	3	3	-	-
2. MMTP evaluation	4	3	-	3	3	3	-	-
3. Impact study	-	-	-	-	3	-	-	4
4. Media campaign	-	3	-	3	-	3	-	-
5. Identify other services at SEDL	4	4	-	-	3	-	-	4

*Key: - = didn't receive service
NA = received service but no answer
1 = very unsatisfactory
2 = unsatisfactory
3 = satisfactory
4 = very satisfactory

parents and helping to ensure the returning of them to the Laboratory.

Each site was asked to select 300 booklets from a list of six titles:

Expect the Best from Your Children
Praise Your Children
Help Your Children Cope with Frustration
Where Do Adults Come From?
Practice What You Teach
Be Consistent

Several sites requested two additional titles: Four Ways to Discipline Children and Los Ninos Aprenden Mirando y Ayudando. The selection varied from site to site. The four booklets that were most popular with all sites were:

Where Do Adults Come From?
Be Consistent
Help Your Children Cope with Frustration
Praise Your Children

A total of 2,400 booklets were distributed and a total of 214 reaction cards were returned.

The number of booklets distributed in each site and the number of questionnaires returned are presented in Table 4. The reactions of the 214 persons who returned cards are compiled in Table 5.

Most of the recipients liked the Positive Parent booklets a great deal, and about half found that some of the information in the booklets was new to them, and found that the suggestions for raising their children were very useful. Over half of the recipients had children six years and younger, were female, Mexican American, between the ages of twenty and twenty-nine, and had completed the twelfth grade or more.

Mercedes, Lockhart and Fort Worth indicated that they would like to continue receiving the Positive Parent booklets for the next year. (See also Table 6.)

Sites that did not return cards did not give specific reasons for not

Table 4: SUMMARY OF POSITIVE PARENT BOOKLET DISTRIBUTION AND POSTCARD RETURN

BOOKLET	MERCEDES		SAN ANTONIO HEAD START		LOCKHART		EDINBURG		SAN ANTONIO 4-C's		FORT WORTH		AUSTIN ISD		EXTEND-A-CARE	
	#Distributed	#Returned Cards	#Distributed	#Returned Cards	#Distributed	#Returned Cards	#Distributed	#Returned Cards	#Distributed	#Returned Cards	#Distributed	#Returned Cards	#Distributed	#Returned Cards	#Distributed	#Returned Cards
Expect the Best From Your Children	50				50		50		50		50				60	
Praise Your Children	50		40		50		50		50		35				60	4
Help Your Children Cope with Frustration	25		40		30		100		50		40				60	
Where Do Adults Come From?	100		40		50				50		35		100			
Practice What You Teach	50		40		20				50		40				60	1
Be Consistent	25		40		30		100		50		50				60	
Four Ways to Discipline Children			50		50						50		100			14
Los Ninos Aprenden Mirando y Ayudando			50		20								100			
TOTAL Booklets	300		300		300		300		300		300		300		300	
TOTAL Cards		-		-		94		66		-		35		-		19

Table 5: SUMMARY OF SITE RECIPIENT REACTIONS TO POSITIVE PARENT BOOKLETS

	Lockhart	Edinburg	Fort Worth	Extend-A-Care	Total
1. Did you read the booklet?					
Yes	89	66	34	19	208
No	2	-	1	0	3
2. Did you like the booklet?					
Not at all	2	-	-	1	3
Somewhat	38	1	6	8	53
A great deal	50	62	32	8	152
3. How much of the information in the booklet was new to you?					
All of it	5	2	2	0	9
Most of it	10	33	6	3	53
Some of it	76	31	23	15	145
None of it				1	1
4. How useful are the suggestions for raising your children?					
Not useful at all	0	-	-	1	1
Not very useful	4	5	1	1	11
Somewhat useful	32	4	13	7	56
Very useful	56	57	22	10	145
5. How many children do you have who are:					
6 or younger	75	20	22	9	126
Between 6 and 12	40	48	5	9	102
Older than 12	8	5	11	-	24
6. Are you:					
Male	16	5	5	2	28
Female	78	53	28	16	175

Table 5, Continued.

	Lockhart	Edinburg	Fort Worth	Extend-A-Care	Total
7. Are You:					
Black	2	2	-	8	12
Mexican American	62	62	-	4	128
Anglo	24	-	25	4	53
Other	4	-	4	2	10
8. Your age:					
Under 20	1	-	-	1	2
20-29	63	29	20	12	124
30-39	25	30	5	6	66
40-Ovear					
9. Circle the highest grade you completed in school.					
4	1	-	-	-	1
5	1	-	-	-	1
6	3	-	1	-	4
7	-		-	-	-
8	3	4	1	-	8
9	6	-	1	-	7
10	3	-	4	-	7
11	14	4	1	-	19
12	42	8	1	12	63
12 or more	21	50	26	6	103

Table 6: EVALUATION OF PRIMO MATERIALS

PRIMO MATERIALS	RATING OF PRIMO MATERIALS* MERCEDES	LOCKHART	EDINBURG	SAN ANTONIO 4-C's	FORT WORTH	AUSTIN ISD	EXTEND-A-CARE	SAN ANTONIO HEAD START
Booklets:								
Expect the Best from Your Children	4	4	-	4	3	4	4	4
Praise Your Children	4	4	4	4	3	4	4	4
Help Your Children Cope with Frustration	-	4	4	3	3	4	4	4
Where Do Adults Come From?	4	4	-	4	3	-	4	4
Practice What You Teach	4	4	-	4	3	4	4	4
Be Consistent	4	4	4	4	3	-	4	4
Other booklets	-	-	-	4	-	-	4	-
Public Service Announcements	-	-	4	4	3	-	4	4
MMTP's:								
Ways to Discipline Children	4	4	4	4	-	x	4	4
La Familia y El Respeto	4	4	4	4	-	4	-	4
Family Roles and Relationships	4	4	4	-	x	4	-	4

*Key:
- = didn't receive service
1 = very unsatisfactory
2 = unsatisfactory
3 = satisfactory
4 = very satisfactory
x = No evaluation offered since materials were in use before PRIMO's T&TA.

doing so. Sites that did return cards stated that everyone who responded was happy with the booklets, seemed to enjoy them, and that most of the responses were very positive. One site indicated that it was hard to get people to send the cards back.

Booklets were distributed in various ways. In Mercedes the booklets were used with parent training workshops, used alone in parent education meetings, and used during open house, at baseball games and distributed in churches in the city (Table 7). Mercedes, San Antonio, Edinburg, Fort Worth, Austin ISD and Extend-A-Care used the booklets with parent training workshops. Some of the sites put the booklets in the office for parents to pick up, used them with the TV Spots for short parent meetings, distributed them during open house, in churches, clinics, doctor's offices, college and high school counselor offices, and passed them out at different parent meetings that were held during the year.

c. Parenting Materials Index (PMI)

Two sites were given PMI (Indexes); the San Antonio Head Start site and the Parenting Guidance Center, Fort Worth site.

Of the two sites, it appeared that the Fort Worth site designed a publicity campaign for the PMI, sent letters to programs in the Fort Worth area about the Index, wrote articles in their newsletter that is widely distributed, and got the most mileage out of the Index although they did not have information forms filled out by the users of the Index.

It was not evident that either site purchased parenting materials as a result of having used the Index although materials were purchased by other sites as evidence of their familiarity with it.

The PMI did not get widespread use from the sites who received it. The primary benefit of the PMI was in helping the staff research topics.

Table 7: USE OF POSITIVE PARENT BOOKLETS AND TV SPOTS

	MERCEDES	LOCKHART	EDINBURG	SAN ANTONIO 4-C's	FORT WORTH	AUSTIN ISD	EXTEND-A-CARE	SAN ANTONIO HEAD START
How were booklets distributed								
Put in office for parent to pick up			Yes		Yes			
Used with parent training	Yes	Yes		Yes	Yes	Yes	Yes	Yes
Used with TV Spots			Yes				Yes	
Used alone in parent education	Yes		Yes		Yes		Yes	Yes
Other*	Yes	Yes	Yes		Yes			
How were TV Spots used								
To start discussion				Yes			Yes	Yes
With parent training workshop				Yes			Yes	Yes
For local airing on TV station	Yes		Yes		Yes			
For recruitment of parents		Yes			Yes			
Other					Yes			
Evaluation of booklets	No	Yes	Yes	No	Yes	No	Yes	Yes
Evaluation of TV Spots	No	No	Yes	No	No	No	Yes	

d. MMTP's

All of the sites used the Multimedia Training Packages; however, it appeared that the most organized use of the MMTP's was the Mercedes site (Table 8). This was attributed mostly to their goal of planning to graduate a group of parents who had completed all sessions of all three packages. There was a total of 166 parents who completed the training sessions and some of those parents were used to teach other parents. Mercedes' informal evaluation of the training that was conducted showed positive reactions, and now the program is in the process of doing a formal evaluation of the MMTP training.

PRIMO trained in all seven sites a total of fifty-seven staff with the MMTP's, and the site staff trained approximately twenty-five people to conduct training (Table 8).

e. Relationship Between Programs and Other Parent Activities

The Mercedes site and the Fort Worth site reported that fifty percent (50%) of their program activities are devoted to parent education and over seventy percent (70%) of their clients are participating in parent education.

At all the sites, the portion of client participation in parent education activities ranged from thirteen percent (13%) to eighty-two percent (82%). The portion of program activities that are devoted to parent education ranged from ten percent (10%) to seventy percent (70%).

From the figures submitted (Table 9), it appears that the most successful programs are Mercedes and Fort Worth insofar as they reach the most parents.

f. Site Strong and Weak Areas

This section was included in the site evaluation to assess where the programs were at the beginning of the year and where they were at the end

Table 8: USE AND EVALUATION OF MULTIMEDIA TRAINING PACKAGES

	MERCEDES	LOCKHART	EDINBURG	SAN ANTONIO 4-C's	FORT WORTH	AUSTIN ISD	EXTEND-A-CARE	SAN ANTONIO HEAD START
Number of MMTP sessions this past year in total program activities								
Ways to Discipline Children	53	2	4	16	-	-	2	1
La Familia y El Respeto	54	-	4	16	-	8	-	1
Family Roles and Relationships	53	1	4	-	-	4	-	2
Number of parents who attended the workshops	259	-	52	165	-	40	30	65
Did you conduct any follow up evaluation of the MMTP's?	in process	positive response	No	No	NA	positive response	positive response	No
Number of staff trained by PRIMO trainers	14	0	1	15 approx.	8	8	5	6
How many other persons were trained by your staff to be leaders/co-leaders of MMTP's?	0	0	8	10 approx.	NA	1	0	6

Table 9: SUMMARY OF SITE ACTIVITIES

SITE ACTIVITIES	MERCEDES	LOCKHART	EDINBURG	SAN ANTONIO 4-C's	FORT WORTH	AUSTIN ISD	EXTEND-A-CARE	SAN ANTONIO HEAD START*
Number of parent meetings each month	42	3-4	15	12	50	60	1 per 6 wks.	
Number of meetings devoted to parent education	42	2	5	3-4	30	40	one half	
Percentage of clients participating in parent education	82%	13%	25%	25%	70%	70%	no answer	
Percentage of program activities devoted to parent education	33%	50%	10%	33%	50%	70%	15%	

*Information was based on telecon in October 1979 to sites. San Antonio Head Start staff was not able to be contacted.

of the year after receiving T&TA from PRIMO.

In comparing site strong and weak areas before and after PRIMO T&TA (Table 10), the following results were found.

(1) Mercedes

It is evident that the site was seeking a broader perspective in parenting and they felt that they received that perspective from Project PRIMO. The site's plans were to broaden the scope of their activities with an ambitious and energetic staff and project, and it appeared that they wanted more training and technical assistance from PRIMO. The site was not able to do everything they wanted to do, and the assistance from PRIMO was limited, given their ambitions and goals. Specifically, they would have liked more training from Project PRIMO at different periods of time.

(2) San Antonio Head Start

Based on the answers to the questionnaire, San Antonio Head Start felt that a major weak area for their program was more parent training programs in order to give parents a greater awareness of child development ideas. They felt that they received assistance from Project PRIMO in methods and materials for providing parent training, and they encouraged PRIMO to develop more materials. Overall, it appears that PRIMO's staff and resources met the needs of San Antonio Head Start's program.

(3) Lockhart

Their weak areas listed were resources and recruitment. The Lockhart site is a small rural site with limited resources. Their strongest resources from PRIMO were the Positive Parent booklets. The weakest area was the PMI.

(4) Edinburg

They felt that they needed training and organization. SEDL has previously worked with Edinburg and site had participated in the field testing

Table 10: SITE STRONG AND WEAK AREAS

21. At the beginning of your program in September 1978, what would you list as your weak and strong areas with respect to developing in-house expertise?	Strong Areas	Weak Areas
Mercedes	(1) Counseling skills, (2) overall genuine concern, (3) leadership training, (4) personal experience as parents with children up to 22 years of age, (5) experience gained during PRIMO piloting	(1) Background information on PRIMO, (2) a good and comfortable perspective concerning parenting.
San Antonio Head Start	Staff awareness of need for parent training	Consistent parent training
Lockhart	Parent Involvement Coordinator showed positive attitude and began to organize effectively.	Resources, recruitment
Edinburg	Some personnel are good trainers and just needed more training.	Our program was unorganized.
San Antonio 4-C's	Strong commitment, good staff-parent relationship.	Lack of knowledge of parent education techniques, lack of parent education materials.
Fort Worth	Developing programs, delivering programs, responding	Marketing
Austin ISD	Familiarity with wide array of parenting materials	Lack of confidence by some liaison persons to conduct parent training sessions.
Extend-A-Care	Supervisor with a year of experience, good community contacts.	Center managers unavailable and/or unwilling to participate in training activities.

Table 10, Continued.

22. By September 1979, what would you list as your weak and strong areas with respect to developing in-house resources?	Strong Areas	Weak Areas
Mercedes	Broader perspective concerning all areas in parenting resulting in meeting more specific needs of parents.	Impact study, magazine articles, the PMI and TV spots were not carried out.
San Antonio Head Start	Parent awareness of child development	NA
Lockhart	Parent Involvement Coordinator more staff involved, resource materials purchased.	Recruitment (is improving because of home visits).
Edinburg	Personnel developed more expertise.	Program is still not too organized.
San Antonio 4-C's	Same as 1978 plus some knowledge of parent education techniques.	Need increased knowledge of parent education techniques and materials.
Fort Worth	Developing programs, delivering programs, responding.	Marketing.
Austin ISD	Familiarity with wide array of parenting materials, plus an improvement in lack of confidence by some liaison persons to conduct parent training sessions.	New Liaison persons need extensive training and experience.
Extend-A-Care	Program has grown through years.	Less emphasis on role of parenting supervisor.

of the packages and had previously trained with and purchased the MMTP's and the TV Spots. Project PRIMO was able to go only once to Edinburg. The site would have liked to have received more training.

(5) San Antonio 4-C's

Site wanted to know more techniques and receive materials. Training of MMTP's was very effective. Site felt that Project PRIMO had no weak areas.

(6) Fort Worth

It appeared that the site wanted expertise in the area of marketing. Site did not receive that kind of expertise from Project PRIMO. The problem that evidently elicited this request for more publicity may be explained by the fact that the program is geared to formal workshops and one-to-one counseling situations and it does not lend itself to a high staff-client ratio which would result in more impact. The area of marketing was not a part of the work agreement, but apparently a problem developed after the parenting education director left the program in January 1979.

(7) Austin ISD

The site needed training of liaison persons to gain confidence and to learn techniques of working with parent groups. The site was pleased with the assistance received from Project PRIMO.

(8) Extend-A-Care

The site's weak area were due to programmatic problems and the organizational structure of the program. MMTP's helped with planning and program was pleased with T&TA that PRIMO provided.

Overall, PRIMO's T&TA did meet the needs of most of the sites and seemed to have provided an impetus in training, resources and materials. Personal contacts, MMTP's, booklets and training overall got very favorable comments as well as a number of favorable comments about PRIMO trainers.

The only negative statements were that the sites wanted more.

g. PRIMO's Strong and Weak Areas

The sites listed PRIMO's strong areas as (1) the MMTP's and the Positive Parent booklets, (2) the training the sites received for the MMTP's, (3) the knowledgeability, flexibility and enthusiasm of the PRIMO trainers and (4) the help in planning (Table 11). The sites indicated that PRIMO needed to improve in providing more services, such as more frequent contact and stretching the training over a longer period of time. An analysis of PRIMO's contact with the site indicates that PRIMO's T&TA provided much needed services to the parent education efforts. The sites indicated that the personal contact with the trainers, the materials that PRIMO developed, and the training that PRIMO provided were an integral part of the site's parent education program growth and development with respect to skills and resources during the year.

The PRIMO trainers' experience was that the sites did not allow adequate time for their staff to receive sufficient training in the following areas:

- Needs assessment, such as techniques of conducting an assessment, development of an assessment instrument or reviewing and identifying instruments that could be used in their program.
- Planning/Program Implementation. Sites did not have well planned parent education programs that contained long range and short range goals as well as specific monthly plans for their programs; the sites needed a lot of help in this area that could not be accomplished by telecons. The sites continued to use resources that were most familiar to them rather than to match new as well as old resources to their activities that were planned. The sites tended to train parents in a specific area without a continuation or follow-up.
- Evaluation. The sites generally did not have an on-going evaluation/documentation process based on their assessed needs and program goals.

Further, the persons assigned to develop the parent education programs needed

Table 11: PRIMO STRONG AND WEAK AREAS

23. What are the areas where you feel that PRIMO staff was strongest and weakest in its providing training and technical assistance?	Strong Areas	Weak Areas
Mercedes	In developing a good rapport with participants--very knowledgeable and well-trained.	In trying to cover too much material in a given period of time.
San Antonio Head Start	Awareness of methods/materials relating to parent needs.	
Lockhart	MMTP, parent booklets	PMI
Edinburg	Communications	On-site training.
San Antonio 4-C's	Training on the multimedia packages.	None.
Fort Worth	Flexible, understanding, enthusiastic	Marketing--how to get low income to participate.
Austin ISD	Providing training for staff on use of materials.	-
Extend-A-Care	Helping with planning. Providing materials and training on how to use them.	None.

24. How might PRIMO training and technical assistance be improved?	Comment
Mercedes	PRIMO may be improved by giving smaller doses of training at a time in order to give participants time to digest given information.
San Antonio Head Start	
Lockhart	More frequent contact with centers.
Edinburg	A uniform format for working with each site should be developed.
San Antonio 4-C's	Increase extent of time with each participating agency.

Table 11, Continued.

24. Continued.

Fort Worth	The way you express and communicate in writing is confusing. The over-use of initials and effected words is irritating and not conducive to easy understanding. You make more things difficult to understand by the way you write. I correspond with no agency whose correspondence requires as much re-reading to clarify what you are saying. I put off reading anything you send because of the poor way you express yourself. Cora has been great!
Austin ISD	-
Extend-A-Care	-

25. Is there anything that happened in your program this past year that would not have happened without PRIMO's T&TA?	Comment
Mercedes	PRIMO's T&TA provided the impetus to the existing enthusiasm and concern which gave our program the success it experienced. The multimedia training packages were the heart of our program; however, the direction and guidance we received were truly an indispensable vehicle which contributed to the success of our program.
San Antonio Head Start	Consistent parent training, very relevant to their identified needs.
Lockhart	We would not have had the use of the parent booklets had it not been for PRIMO. Cora Briggs provided ideas for distribution and collection of the evaluation instrument. The parent booklets were well received.
Edinburg	Several of my staff members have developed skills for working with parents. Several parents (a few) were so affected by the materials that they changed their approach to family problems. Our school district has received a lot of publicity since the start of the TV Spots on local commercial TV.
San Antonio 4-C's	It is doubtful that parent education activities would have taken place. PRIMO's T&TA was great!

Table 11, Continued.

25. Continued.

Fort Worth	Research, TV spots.
Austin ISD	We were not only made aware of new parenting education materials, but community liaison personnel received training in the use of the materials. The presence of Mr. Juan Vasquez at training sessions and his follow up recommendations based on on-site observations were invaluable. He provided the personal touch without which materials are sometimes ineffective.
Extend-A-Care	We would not have provided our parents with the opportunity to participate in the Ways to Discipline class. It was very beneficial to those who participated. I especially appreciated Cora's keeping in touch to see how things were going. She and other PRIMO staff were very helpful and always put our needs first and were willing to help with any problems.

more intensive training as to their role, responsibilities and planning of the parent education programs. An assessment for program needs needed to be conducted at three levels: (1) the administrative level, (2) the mid-management level (persons who work directly with parents), and (3) the clients/parents.

h. Recommendations

Based on the preceding discussion, the following recommendations are offered.

(1) To funding agencies:

(a) Given results indicating the continuing need of parent education programs, federal support should continue in the form of training and technical assistance to parent education programs.

(b) Given the extensive use and popularity of SEDL materials, support should be continued to parent education programs by SEDL in the form of providing such services as brochures for parents, parent training workshops, and materials/product information.

(c) Given the popularity of the Multimedia Training Packages, efforts should be made to (1) make them more readily available to parent education programs and (2) develop more of such materials which take into account ethnic differences.

(2) To parent education programs:

(a) Given the limited support for direct training and technical assistance, it is recommended that parent education programs find self-supporting financial means to provide additional expertise in parent education development.

(b) Given the limited amount of direct training and technical assistance available, it is recommended that parent education programs keep in mind the goal of developing their own internal resources when outside consultants are utilized.

(c) Given the frequency of assistance requests for program planning, it is recommended that parent education programs develop a long-range plan with stated goals, objectives, specific tasks/activities along with clear cut evaluation plans.

(d) It is recommended that administrative needs be taken into account in addition to clients' needs when TA is sought or provided.

(e) It is recommended that parent education programs regularly gather demographic data on their clients (ethnicity, working status, family structure status, number of children, etc.) in order to develop more meaningful program plans.

(f) It is recommended that parent education programs develop a list of training and technical assistance needs which can specifically assist in reaching desired goals/objectives of the program.

(g) It is recommended that parent education programs hire full-time person(s) to coordinate parent activities, due to the many problems encountered by persons who serve less than full time or split their time with other activities.

OBJECTIVE 2.0: To conduct a limited revision of materials (leader's manuals) contained in the twelve (12) original MMTP's produced by SEDL.

The purpose of this activity was to revise formerly developed MMTP leader manuals (12) so that their format would be as close to the self-instructional nature of leader manuals in the last three MMTP's. It was decided that due to the nature of content and package information/materials in the former MMTP's, a wholesale revision would not be useful. In the main, this was due to the fact that such broad revisions would require re-writing of package sessions, activities, suggested dialogue, etc. PRIMO had neither the staff nor the resources and time to accomplish this. So a modified revision was undertaken to, again, make the former manuals (12) more self-instructive for leaders who use them.

The manuals were reviewed and a set of inconsistencies as compared to the more recent manuals was made. (See 2/29/79 Interim Report). From this set of inconsistencies, a plan of specifications regarding revisions was prepared. The specifications consisted of fifteen (15) specific recommendations for guiding the revision process (see 2/29/79 Interim Report).

The revision was completed in September 1979 and final prototype versions of each manual were produced. Prototype copies were put in each of the respective MMTP's as a replacement for original versions. Copies are available for NIE if the need exists. Revised copies were not forwarded at this time because it was felt that the documents would not serve a useful purpose since (1) no MMTP's are readily available at NIE to make the exchange, and (2) recent project officers have no copies of previous manuals to do a critique or comparison. This is especially useless without having the MMTP's available.

OBJECTIVE 2.1: To implement PMI usage and evaluate that usage at selected teacher/social service training institutions.

The purpose of this activity was to explore the potential viability of the Parenting Materials Index (PMI) in teacher/social service training institutions. The Parenting Materials Index (PMI) is a self-contained information storage and retrieval system that makes information about parenting materials available for easier retrieval by practitioners and parents. The PMI was developed to bridge the gap that presently exists between those who produce parenting materials and those working to improve parenting skills and knowledge. The PMI consists of (1) 197 descriptor cards, (2) a backlighted stand, (3) 10 volumes of 1944 Information Sheets, (4) User's Handbooks, (5) Search Forms, and (6) Operator's Manual. This self-contained system can be reproduced and installed on a desk top, and can become an integral part of a library or resource room.

Impetus for pursuit of this activity came from our NIE Project Officer, Dr. Oliver Moles. PRIMO also had a latent interest in pursuing this effort and was especially enthused with the suggestion. Of particular concern to PRIMO was the role that parent education/involvement training played in teacher preparation programs. One way to begin looking at this was through examining how professors and students used a parent education information resource placed at their disposal. PRIMO posited that the lack of including parenting education as an aspect of teacher/social education was due to not having access to the kinds of materials and resources available. Further, the information that was available did not systematically classify, categorize, describe, and locate parent education resources and materials in an efficient manner for users. Placing the PMI in a selected number of institutions and securing their commitment to cooperate in such a venture was deemed a worthwhile endeavor and therefore, PRIMO agreed to Dr. Moles' suggestion and carried out a series of related activities.

Prospective institutions and contact persons were identified through the use of the *Education Directory*, *Colleges and Universities, 1977-78*. The potential sites were limited to universities geographically spread throughout Texas which had colleges/divisions of education and which offered graduate and undergraduate degrees. Initially, a letter was sent to fifteen universities inviting them to consider using the PMI on a trial basis at no charge to their institution. Enclosed with the letter were documents describing the PMI and a form for reply. The sites contacted were:

Texas Women's University; Denton, Texas
Our Lady of the Lake University; San Antonio, Texas
Texas A&M University; College Station, Texas
University of Texas at Dallas, Dallas, Texas
Texas Southern University; Houston, Texas
Huston-Tillotson College; Austin, Texas
Pan American University; Edinburg, Texas
University of Texas at Austin; Austin, Texas
University of Houston; Houston, Texas
Prairie View A&M University; Prairie View, Texas
Southwest Texas State University; San Marcos, Texas
St. Edward's University; Austin, Texas
University of Texas at El Paso; El Paso, Texas
Austin Community College; Austin, Texas
Florida International University; Miami, Florida

All sites were contacted by telephone to verify receipt of the letter. Prospective sites who returned forms indicating an interest in the PMI were contacted by telephone to discuss possible plans for PMI usage, answer questions, and explain procedures. The following six sites were selected:

Southwest Texas State University; San Marcos, Texas
The University of Texas at El Paso; El Paso, Texas
The University of Texas at Austin; Austin, Texas
Florida International University; Miami, Florida
Texas A&M University; College Station, Texas
Texas Southern University; Houston, Texas

Florida International University was chosen because the chairperson of the Department of Home Economics had previously expressed an interest and because it is a large teacher preparatory institution.

A letter of understanding was forwarded to each site for their signature. PMI's were assembled (equipment purchased; locator cards purchased and drilled; and Information Sheets volumes, User's Handbooks, Operator Manuals, Search Forms, and Evaluation forms duplicated) and arrangements were made for installation and training.

Texas A&M University, University of Texas at Austin, and Southwest Texas State University were provided training in the use of the PMI by PRIMO staff. Florida International University, Texas Southern University, and University of Texas at El Paso were provided training over the telephone due to lack of funds for travel. All sites were provided with lists of suggested activities and flyers and posters for use in publicizing the Parenting Materials Index. Evaluation information regarding PMI usage was collected through a user satisfaction form which was prepared and distributed to each site. Sites were encouraged to require all users of the PMI to complete this form and return them to SEDL each month.

Fourteen PMI User's Questionnaires were completed at the six sites. Respondents indicated they were using the Index to find information on the following topics: adoption, parenting, pregnancy, discipline, stepparenting, parent-child activities, and parental involvement. All users found the instructional booklet clear, 92% had no difficulty using the cards and light stand, 92% found Information Sheets on subjects they were interested in, and 90% indicated that the Information Sheets provided them with enough information about the materials for them to decide whether or not to use them. Respondents planned to use the information obtained for such things as: self-improvement, future reference, compilation of a bibliography, paper client referral, ordering materials, research, setting up parent center, and daycare training. Seventy-two percent (72%) of the users planned to obtain the actual materials. Users were asked to rate the PMI on a scale from 1-5 relative to its usefulness in providing them with the information they wanted. Forty-three percent (43%) rated it very useful, with 36% rating it useful, 14% somewhat useful, and 7% not very useful. There were no ratings of useless. Forty-four (44%) of the users were in the 20-39 year age bracket, with 56% 30-40 years of age. All users, with the exception of 1, were female and 18% had some college, 28% had Bachelors, 36% had Masters, and 18% had Doctorates. The occupations of the users included: students, school counselors, teachers, and social workers.

All sites indicated difficulty in getting users to complete the questionnaire. In addition, the persons responsible for the PMI's operation were not always available to encourage completion of the form. These factors may have accounted for the low return of questionnaires from users.

All sites were contacted by telephone a minimum of once a month to offer assistance as well as to recieve progress reports on the usage of the PMI. Letters were sent as necessary to emphasize responsibilities of the sites and send additional materials. PRIMO staff made contacts by telephone and mail with professors at three of the sites who were in departments other than education, but which were potential users of the PMI, to make them aware of the PMI's existence at their institution and to encourage them to make assignments related to it.

The six sites were contacted at the end of August to determine if they were interested in continuing to use the PMI through the fall semester. Two of the sites (Texas Southern University in Houston and University of Texas at El Paso) elected to return the Index, while the remaining four sites were enthusiastic with regard to using it through the fall. These sites all indicated that the courses offered in the fall would be more relevant to parenting than in previous semesters, and therefore, they anticipated more usage of the PMI.

In addition, each site contact person completed a Parenting Materials Index Evaluation Form during the first part of October. All of the six sites responded. In general, the sites chose to participate in testing the Parenting Materials Index because they felt it would be a valuable resource for their students. All sites, with the exception of Texas A&M University, placed the PMI in a Learning Resource Center/Library situation where reference materials are located. Texas A&M University chose to place their PMI in the Educational Psychology Services Center where counseling, testing, consultation, instruction and faculty and student meetings take place. These locations were chosen because they are easily accessible to faculty and students and because the areas are always staffed. Reference librarians, teaching assistants, departamental secretaries, and faculty members were listed as being the kinds of persons responsible for assisting users.

The sites listed the following purposes for which the index was used: (1) literature reviews for papers that students and faculty members write; (2) to locate specific materials to recommend to clients; (3) as a reference for students in the areas of child development, early childhood, social work, etc. and parent groups; (4) and for locating parenting materials dealing with handicapped children. Approximately 425 people have used the PMI and of these, 85% were students and 15% faculty. Two sites indicated a small amount of use by people other than faculty or students. Four sites held sessions to demonstrate the PMI to students, faculty, and parents, and all sites provided publicity through the use of brochures/posters, letters/memos and newspaper articles. None of the sites were aware of any materials being purchased after being identified through the use of the PMI. However, numerous materials have been borrowed from the PMIC as a result of their identification through the use of the PMI at the University of Texas at Austin. Four sites checked "lack of users" as a problem encountered, one site mentioned that the faculty members were not interested in making assignments to use the PMI, and one site mentioned that library personnel did not enforce completion of the evaluation questionnaire by users. Future plans included classroom presentations and contacting the local school system and local library to generate more use. Sites were asked to rate the usefulness of the PMI on a scale from 1-5. Three sites rated it 3 (uncertain), two sites rated it 4 (somewhat useful), and one site rated it 5 (very useful).

Comments related to ways the PMI has benefited their department/ university and the people they serve included: "Individuals have been able to locate specific materials related to their interests and those materials have been cross-referenced so that they can determine if they can be obtained through the campus library; we are disappointed at the lack of use thus far and feel it must be due to lack of courses in these topics; the system is great if materials corresponding to the Index were readily available; and so far it has not benefited our patrons very much."

All sites were enthusiastic about receiving and using the PMI; however, in all cases except one (Florida International University) the person who made the decision to use the PMI (usually a dean), upon its arrival, assigned the responsibility for its use to another staff person. This factor seemed to account for some problems in its effectiveness--the assigned persons were not as enthusiastic as the original contact person, and in some cases were not even clear about its purposes for being there. It appears that in order for the PMI to receive maximum usage, the person in charge must be willing to actively publicize it to faculty members in all relevant departments (including home economics, education, nursing, psychology, educational psychology, special education, sociology, early childhood), and encourage them to require student use of the PMI by making assignments related to it and by demonstrating it in class. Otherwise, students will not be aware of its existence and the ways it can benefit them.

OBJECTIVE 2.2: To plan, implement, and evaluate, on a limited basis, a system for lending PMIC materials upon request.

The Parenting Materials Information Center (PMIC) consists of a comprehensive collection of over 4,000 materials dealing with Parenting/ Parent Education/Parent Involvement. By providing information about parenting materials, the PMIC makes it easier for parents and those who work with parents to locate materials and decide which materials might be useful to them. The types of materials in the PMIC include books, booklets, audiovisuals, multimedia, periodicals, and other materials concerning each of the following content areas: family, pregnancy and birth, parenting, child abuse, physical and sensory development, language and intellectual development, social and emotional development, health and safety, sexual development and education, discipline, education and educational programs, parent-child activities, exceptional children, and parent/school/community involvement.

In the past, the materials in the PMIC were available for use only at the Center. However, users continuously requested to be able to check the materials out. The audiovisual and multimedia materials were particularly in demand for use with parent groups due to the cost involved in purchasing them. Therefore, since Project PRIMO was not going to conduct the survey of parent education programs, the decision was made to implement a limited lending program of PMIC materials. This decision was in response to the needs expressed by users as well as the desire to give the PMIC more visibility, use the materials more effectively, and further evaluate the utility of the materials.

The availability of the materials was publicized through the Austin Parent Education Association and the Austin Teenage Parent Council. Both of these organizations consist of people in Austin who are actively involved in parent education. Groups who visited the PMIC and people who telephoned asking for information were informed of the availability of the materials.

A list of lending guidelines was established and revised according to needs and problems as they arose. The guidelines presently include the following regulations: audiovisual materials may be borrowed overnight only, no more than one audiovisual material may be borrowed at a time, printed materials may be borrowed for two weeks, and no more than five printed materials may be borrowed at one time. Borrowers must sign an agreement indicating the materials borrowed, the date they should be returned, and their liability for the materials. The borrower is given a carbon copy of this form so that he will have a record of the materials borrowed and their due date. Borrowers must replace any materials that are lost, stolen, or damaged. When materials are overdue, the borrower is contacted by telephone. People from out of town may borrow materials only if they agree to return them in person. Materials cannot be returned by mail.

As of November 19, 1979, 924 materials had been checked out by 215 people. The materials borrowed were representative of all major areas, with parenting, family, parent-child activities, exceptional children, and pregnancy and birth being the most popular. The majority of the materials borrowed were printed rather than audiovisual.

A short evaluation form was prepared to obtain general user satisfaction information. The information requested included: how the borrowers used materials, who they used the materials with, if they planned to purchase the materials, how useful the materials were, if they planned to borrow materials again, if they think the service is valuable to others in the community, and general demographic information. The PMIC Borrowers Questionnaire was completed by 62 people.

Borrowers indicated that they used the materials the following ways: personal use, to conduct workshops, for research, information for parents, for presentations in class, and for staff development. The materials were used with parents, students, teachers, counselors, pregnant teens, and staff members of family service agencies. Thirty-four percent (34%) planned to purchase some of the materials, while 5% were unsure, and 61% indicated they would not purchase the materials. User satisfaction with the materials borrowed was measured by a 5 point scale. Sixty-eight percent (68%) rated the materials very useful, 28% useful, and 4% somewhat useful. No one rated the materials as not very useful or useless. Ninety-five percent (95%) of the respondents plan to borrow materials again and 100% stated that the service would be valuable to others in the community.

Eighty-one percent (81%) of the users were female, and the range in age was: 57% ages 20-29, 27% ages 30-39, 12% ages 40-49, and 2% 50 and over. The highest levels of education of the respondents were: 7% high school, 10% some college, 29% Bachelors, 47% Masters, and 3% Doctorate. The people who borrowed materials were: parent educators, social workers, students, nurses, teachers, parents, principals, counselors, and researchers.

In addition to users outside the Laboratory, the PMIC is actively used by SEDL employees and by Project CITE (Coordinating Information for Texas Educators) which is housed next to the PMIC at SEDL. Project CITE receives requests for information through the Education Service Centers in Texas and, on a limited basis, through the state Offices of Education in the Southwest region. Many of their search requests deal with parenting topics such as exceptional children, child abuse, single parenting, reading activities, child development, etc. Materials in the PMIC are used to assist in responding to these requests. CITE staff members borrow materials so frequently that they are not required to complete the Borrower's Questionnaire.

The staff has encountered some difficulty in enforcing the time period alloted for materials to be borrowed (possibly due to the fact that we do not have a system for fining offenders). This problem has been somewhat resolved by extending the checkout period from 1 week to 2 weeks, and by contacting borrowers by telephone to remind them to return materials. Problems were also encountered with respect to enforcing the completion of Borrower's Questionnaire by borrowers. This was due to people returning materials when staff was not in, and people not having time to complete the form, etc. Some of these problems have been alleviated by including the form in the materials when they are borrowed and by establishing certain hours for the PMIC to be opened, thereby assuring that staff will be present.

The problem of locating materials also arose. Therefore, the PMIC was closed for a period of three weeks during which time all materials were returned and a complete inventory was conducted. The card catalog was revised to reflect the findings of the inventory, and some subject areas were reorganized to allow for more efficient usage.

The lending of PMIC materials has proven to be a valuable service to a variety of people in the community. Additional publicity in the future would allow more people to become aware of and take advantage of this resource.

OBJECTIVE THREE: To continue updating/expanding the base of the Parenting Materials Information Center (PMIC) and the Parenting Materials Index (PMI).

Updating/Expansion of PMIC Collection. A continuing task of importance in operating the PMIC involves maintaining as current and as comprehensive a collection of parenting materials as possible. Therefore, the identification and acquisition of new materials for inclusion in the PMIC collection was a major ongoing activity throughout this scope of work. The materials added included commercially produced books, booklets, magazines, and audiovisual materials for individuals and groups, and inexpensive government and foundation publications.

A variety of sources were used for gathering materials to build the PMIC collection. The PMIC is on the mailing lists of numerous publishers, from whom materials were purchased during the preceding years, and catalogs were received and reviewed continously. In addition, magazines, newsletters, journals, and newspapers were reviewed on a regular basis. As new materials arrived they were scanned for important references or bibliographies about materials in the area of parenting. The Library Journal was reviewed each month and appropriate parenting materials were identified and acquired. Regular visits to bookstores in Austin were made to identify and purchase new materials. Attendance at conferences related to parenting/parent education led to sources of new and soon to be available materials. Referrals of materials were also made by SEDL staff and other people working in the area of parenting.

The collection was kept up-to-date to a limited extent; however, many relevant identified materials could not be added due to the fact that funds were not available. An effort was made to acquire materials by requesting complimentary copies from the publishers. A total of 447 materials were identified for addition to the collection. Of these, 104 materials were complimentary requests and 140 materials were ordered by purchase requisition.

Of these materials ordered, 271* were received. Fifty-five (55) of the materials were complimentary copies, and 116 materials were purchased. See Table 12 for the distribution by subject area of the materials acquired from June 1, 1978 through November 19, 1979.

Updating/Expansion of Parenting Materials Index. The Parenting Materials Index (PMI), the storage and retrieval system used to retrieve information about parenting materials, consists of descriptor cards which represent terms used to describe the materials and Information Sheets which contain brief descriptions of the materials.

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* Includes some materials that were ordered prior to June 1, 1978.

The PMI is expanded by analyzing the new materials which have been added to the PMIC collection, and by drilling new holes in the descriptor cards.

The process of analysis includes: (1) indexing materials with descriptors from a set group of terms contained in the PMIC Dictionary of Terms, and (2) writing a one-to-two page descriptive abstract (Information Sheet) about each material according to established guidelines. This Informtion Sheet includes information about: (1) the purpose and content of the material, and (2) the details on cost and how to obtain the actual material from the publisher or distributor.

The expansion of the PMI through the process of adding analyzed materials is an important activity of this project because it directly affects the ability of the Center to provide up-to-date, comprehensive informtion to users in the region and the nation.

The analysis of acquired parenting materials was an ongoing activity throughout the period of June 1978 through November 19, 1979. In the past, materials analysts were hired to work part-time for the purpose of performing the analysis of materials. During this scope of work, one staff person was responsible for performing the analyses in addition to the other duties involved in the operation of the PMIC. Therefore, the ability to significantly add new analyzed materials to the PMI was hampered. A total of 198 materials were analyzed and entered into the PMI. See Table 12 for the distribution by major subject area of the materials analyzed.

The PMIC has proven to be a valuable resource to its many users. The Parenting Materials Index appears to be of potential usefulness to universities, particularly those with teacher preparatory programs, as well as to parent education providers. In order to maintain the capability of both products and increase their viability and visibility with respect to parent education practitioners (including parents) and professionals, it appears that: (1) the PMIC should continue its operations through updating and expanding its materials base, (2) the Parenting Materials Index should be updated and expanded with information about materials gathered from PMIC material acquisitions and analyses, and (3) the bibliography, Parenting in 1977: A Listing of Parenting Materials, the PMIC's most effective means of disseminating information about parenting materials to the region and the nation, should be continuously updated and revised in order to meet the needs of users more accurately and efficiently.

Due to the lack of funds for acquisition of materials, it appears that the bibliographic research necessary for updating the PMIC and PMI should be continued through the use of 30-60 day reviews of the latest materials from publishers. This will allow the PRIMO staff to expand its data base and thereby serve as a more comprehensive and up-to-date resource for the region and the nation, as well as serving as a valuable foundation for the research being conducted by DCAFE.

Specific Information Search Requests. Requests for information about specific types of parenting materials came in the form of: (1) a formal serach request using a form we provided in the past, (2) a letter which requests information about a specific topic, or (3) a telephone call.

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Since November 1977 the PMIC has received 75 specific information search requests. These searches have been conducted by using the Parenting Materials Index and mailing the resulting Information Sheets to the user. The PMIC provides this service for people who do not have the opportunity to use the system in Austin or at a replication site. This method serves to widen the range of system experience and service on a national level.

The requests designated 225 different subject areas. See Table 12 for the distribution of the search requests by subject areas. Figure 1 illustrates the states and DHEW regions from which the searches originated. The professions of the persons submitting search requests could be classified in such categories as: health educators, parents, teachers, counselors, social workers, nurses, school administrators, students, writers, parent educators, and librarians. The organizations they represent include: family health centers, MHMR centers, schools, universities, social service agencies, army, Red Cross, libraries, hospitals, teenage parent programs, drug abuse programs, rehabilitation centers, and welfare departments.

PMIC mail search service user satisfaction was measured through a questionnaire which accompanied each packet of Information Sheets mailed in response to the search request. A postage-paid envelope was included to facilitate the return of the questionnaire.

Of the 75 users during the period June 1978 through November 1979, 50 returned the user satisfaction questionnaire. Ninety-seven percent (97%) of the respondents indicated that the Information Sheets they

TABLE 12

Subject Areas	Materials Received	Materials Analyzed	Subject Areas Of Search Requests
Parenting	53	38	38
Family	36	42	29
Social and Emotional Development	22	23	12
Health and Safety	20	16	25
Pregnancy and Birth	21	10	10
Discipline	3	5	11
Parent-Child Activities	40	14	33
Exceptional Children	27	13	25
Parent/School/Community Involvement	12	20	11
Child Abuse	16	0	7
Physical and Sensory Development	1	1	5
Language and Intellectual Development	2	1	5
Sexual Development and Education	12	8	5
Education and Educational Programs	6	7	9
TOTALS	271	198	225

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received covered the subjects they were interested in and the Information Sheets provided them with enough information about the materials for them to decide whether or not to use them. Respondents planned to use the information for: selecting and ordering materials, with parenting classes, training, self-improvement, research, and setting up parenting programs. Eighty-eight percent (88%) planned to obtain the materials. Forty-six percent (46%) rated the service very useful, 46% useful, 6% somewhat useful, 2% not very useful, and no one rated it useless. Ninety percent (90%) of the respondents were female and 52% were in the age bracket of 20-29, with 28% 30-39, 12% 40-49, and 8% over 50. The highest level of education of the respondents was: 3% high school, 17% some college, 22% BA/BS, 54% Masters, and 4% Ph.D. The mail search service has clearly proven to be a valuable component of the PMIC.

The number of search requests received and completed was limited by Project PRIMO during this contract period. This limitation was necessary due to an insufficient number of staff members to respond to these requests. Based on the volume of search requests received with no solicitation, it appears that if this service was publicized, the anticipated response rate would be high.

Due to the demonstrated need for this service, it appears that the ability to respond to individualized specific search requests should be streamlined in order to serve more people and programs and give the staff more time for bibliographic research. This could be accomplished through the compilation of specialized bibliographies on selected subjects which have proven to be the most relevant to the needs of

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PMIC users, (e.g., single parenting, stepparenting, drug abuse, etc.). These subject areas could be identified through the analysis of previous requests for information. User's requests could then be answered with these bibliographies rather than by the time-consuming PMI individualized search process.

General Information Requests. From June 1978 to November 19, 1979, the PMIC received 1,098 requests for information by mail other than materials search requests. These requests were, in general, concerning: (1) information about the PMIC and the kinds of services offered, and (2) information about the listing. These requests were responded to by PMIC staff through letters, brochures, announcements/order forms describing the listing and Positive Parent materials.

The persons requesting information could be classified in such categories as: teachers, administrators, parent educators, nurses, students, parents, social workers, ministers, special education teachers, parent of exceptional children, librarians, counselors, parent and community involvement coordinators, drug abuse program directors, health educators, university professors, Head Start directors, psychologists, teenage parent program coordinators, etc.

The requests originated from all parts of the nation (including Canada, Africa, New Foundland, Australia, and Germany). Figure 1 illustrates the distribution of requests by state and DHEW region.

Relationship With Existing Sites. A service/technical assistance relationship was maintained with the six (6) sites that have purchased the Parenting Materials Index and the three sites that were using it as part of Project PRIMO. Each site had their descriptor cards updated and received new Information Sheets.

Figure 1
DISTRIBUTION OF GENERAL AND SPECIFIC INFORMATION
REQUESTS BY STATE AND REGION**

REGION I:	
Connecticut	16
Maine	8
Massachusetts	22
New Hampshire	2
Rhode Island	3
Vermont	8

REGION II:	
New York	65
New Jersey	33
Puerto Rico	1
Virgin Islands	1

REGION III:	
Delaware	6
Maryland	29
Pennsylvania	46
Virginia	9
West Virginia	10
District of Columbia	5

REGION IV:	
Alabama	9
Florida	28
Georgia	17
Kentucky	14
North Carolina	31
South Carolina	10
Tennessee	35

REGION V:	
Illinois	57
Indiana	26
Michigan	39
Minnesota	35
Ohio	42
Wisconsin	23

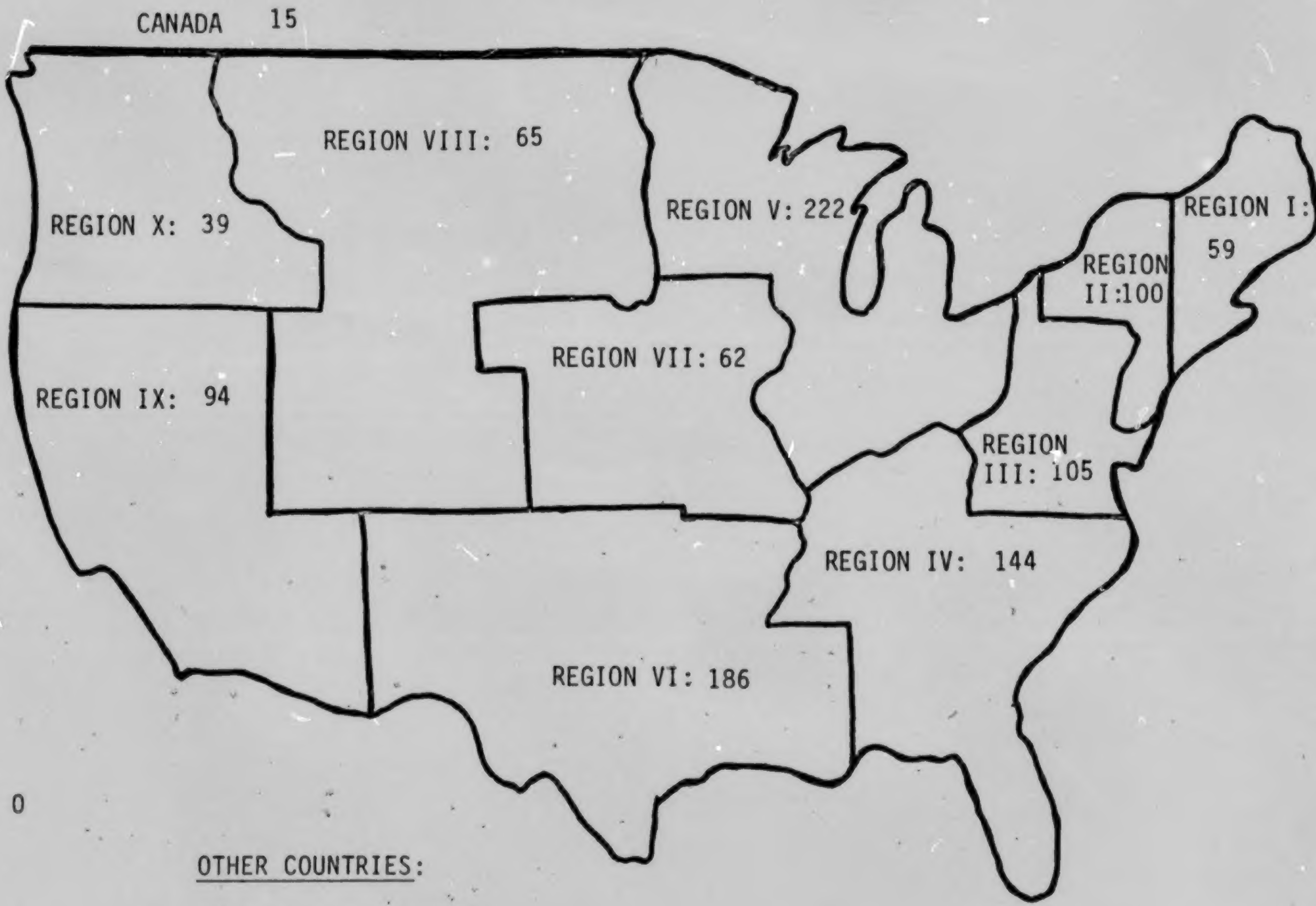
REGION VI*:	
Arkansas	7
Louisiana	21
Mississippi	17
New Mexico	20
Oklahoma	23
Texas	98

REGION VII:	
Iowa	20
Kansas	23
Missouri	12
Nebraska	7

REGION VIII:	
Colorado	29
Montana	12
North Dakota	6
South Dakota	5
Utah	10
Wyoming	3

REGION IX:	
Arizona	10
California	78
Hawaii	3
Nevada	3
Guam	0
Trust Terr. of Pacific Island	0

REGION X:	
Alaska	3
Idaho	3
Oregon	17
Washington	16


CANADA 15
REGION X: 39
REGION VIII: 65
REGION V: 222
REGION I: 59
REGION II:100
REGION IX: 94
REGION VII: 62
REGION III: 105
REGION IV: 144
REGION VI: 186

OTHER COUNTRIES:	
Africa	2
New Foundland	2
Australia	2
Germany	1
Canada	15

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*SEDL Region

** N=1,098

PMIC Services and Presentations. PMIC services and presentations were provided as necessary to people visiting the center. The groups that visited the PMIC included: Special Education Parenting Classes, Home Economists in Homemaking Organization, Graduate Nursing class, Austin Parent Education Association, FRIMO Conference Participants, Participants of Austin Bilingual Conference on Parent Involvement, Junior League representatives, University of Texas at Austin graduate Social Work students, new staff people at SEDL, Austin Teenage Parent Council, Louisiana State Department of Education Representatives, Elementary School Counselors, MHMR Caseworkers, and Texas State Library Reference Librarians. In addition to these groups, many individuals visited the PMIC.

User satisfaction information was collected from individual visitors to the PMIC in the form of a questionnaire. Groups were not asked to complete this questionnaire and some individuals did not complete the form. Fifty-three (53) visitors to the PMIC completed user questionnaires. They indicated that they were looking for materials dealing with the following topics: discipline, parent training, communication skills, teenage pregnancy, using volunteers, coping with stress, parent-child activities, household management, prenatal development, pregnancy, sex education, single parenting, family planning, drug abuse information, impact of parenthood, parent involvement in the school, infant care, etc. Thirty-five percent (35%) of the visitors used the Parenting Materials Index. The 65% who did not use the Index indicated that they did not use it because they (1) already knew what they wanted (53%), (2) received assistance from the staff (19%), (3) did not have enough time (23)%, and (4) one person indicated that it seemed too difficult to use. The visitors who used the Parenting Materials Index found the User's Handbook clear and, with the exception of one, found the cards and backlighted stand easy to use. They all found Information Sheets on subjects they were interested in and indicated that the Information Sheets provided them with enough information about the materials for them to decide whether or not to use them. Seventy percent (70%) rated the Index easy to use, while 30% found it a little hard to use. The visitors planned to use the information they found for such things as: writing proposals for grants, class presentations, program development, parent education groups, workshops, course work, and to preview and order materials for their centers. Sixty-nine percent (69%) planned to obtain the materials identified. Fifty-seven percent (57%) rated the center very useful, 30% rated it useful, 11% rated it somewhat useful, one person rated it not very useful, and no one rated it useless. The visitors included: social workers, nurses, teachers, parents, parent educators, film producers, school counselors, teacher aides, librarians, consultants, etc. Ninety-two percent (92%) of the visitors were female and 54% were in the age bracket of 20-29, with 26% 30-39, 18% 40-49, and 2% over 50% The highest level of education of the respondents was: 4% high school, 2% some college, 56% BA/BS, 36% Masters, and 2% Ph.D. In summary, the PMIC and the PMI appear to be successfully meeting the needs of a variety of users in the Austin area.

OBJECTIVE FOUR: To continue the dissemination and distribution of SEDL parent education materials and products (Parenting in 1977: A Listing of Parenting Materials and Positive Parent Booklets) in response to needs and requests.

Listing Information. Parenting in 1977: A Listing of Parenting Materials, a comprehensive listing of materials in the PMIC collection

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as of December 1977, continued to be disseminated. This listing is the most efficient and effective means of providing users with information about parenting materials. As of November 19, 1979, 928 copies of the listing have been sold. Figure 2 illustrates where these orders originated by state and DHEW Region. Four-hundred and ninty-five (495) complimentary copies of the listing were distributed to various individuals and organizations including: Project Officers and Institutional Monitors, National Institute of Education; National Council on Family Relations members; CEDaR Parenting Committee Education Group; Louisiana State Eeucation Department, Title 1 Coordinators; Coordinator, Communications Service, State Department of Education in Jackson, Michigan; Early Child Care Research Program, National Institute of Mental Health; Bilingual-Bicultural Program, Texas Women's University; Instructor Magazine; PMI Sites; PRIMO Sites; Department of Curriculum and Instruction, University of Texas at Austin; U.S. National Committee, A Unit of Organisation Modiale pour L'Education Prescolaire World Organization for Early Childhood Education; Parents/Early Childhood and Special Programs Staff, U.S. Office of Education; State Departments of Education (all states); State Education Agency Dissemination Representatives; and Chief State School Officers (all states).

The entries in the listing which have been analyzed and for which an Information Sheet has been prepared are indicated by an asterisk (*) and a document number. A user of the listing may order Information Sheets from SEDL by using an order form which is enclosed with each copy of the listing. During the period from June 1978 through November 19, 1979, 43 people have purchased 3,555 copies of Information Sheets.

Figure 2

DISTRIBUTION LISTING SALES BY STATE AND DHEW REGION**

REGION I:	
Connecticut	12
Maine	9
Massachusetts	40
New Hampshire	7
Rhode Island	5
Vermont	1

REGION II:	
New York	34
New Jersey	30
Puerto Rico	0
Virgin Islands	0

REGION III:	
Delaware	5
Maryland	17
Pennsylvania	43
Virginia	25
West Virginia	9
District of Columbia	11

REGION IV:	
Alabama	3
Florida	19
Georgia	10
Kentucky	10
North Carolina	44
South Carolina	8
Tennessee	15

REGION V:	
Illinois	35
Indiana	11
Michigan	17
Minnesota	35
Ohio	13
Wisconsin	23

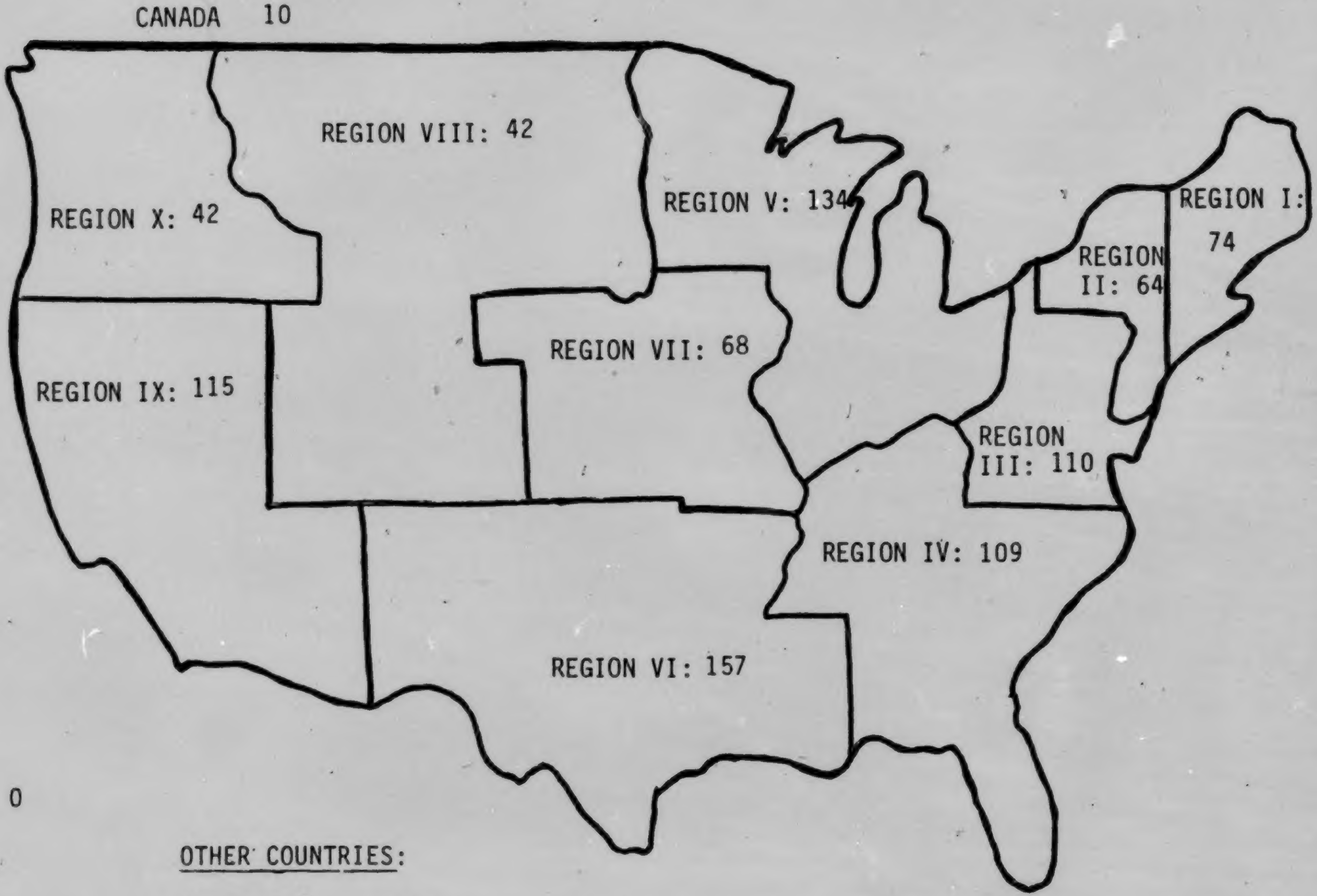
REGION VI*:	
Arkansas	8
Louisiana	14
Mississippi	9
New Mexico	16
Oklahoma	10
Texas	100

REGION VII:	
Iowa	22
Kansas	23
Missouri	17
Nebraska	6

REGION VIII:	
Colorado	26
Montana	1
North Dakota	3
South Dakota	7
Utah	3
Wyoming	2

REGION IX:	
Arizona	13
California	95
Hawaii	6
Nevada	1
Guam	0
Trust Terr. of Pacific Island	0

REGION X:	
Alaska	3
Idaho	2
Oregon	17
Washington	20


CANADA 10
REGION X: 42
REGION VIII: 42
REGION V: 134
REGION I: 74
REGION II: 64
REGION VII: 68
REGION IX: 115
REGION III: 110
REGION IV: 109
REGION VI: 157

OTHER COUNTRIES:	
Canada	10
Australia	2
New Foundland	1

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*SEDL Region

** N=928

The listing contains all of the materials in the PMIC collection. As with any collection of materials, there continues to be a number of new materials being published that need to be added, as well as materials that need to be omitted due to becoming obsolete or unavailable. As a result of these factors, the listing is in need of constant updating and revision. Project PRIMO has noticed a trend in the International Year of the Child of more information coming out dealing with parents, children, and families. The year 1980 would appear to be an appropriate time to revise, update, and publish a new listing. This revision is viewed as an effective way to continue to meet the demands for information about parenting materials throughout the region and the nation as a result of the current emphasis on the importance of parent education/parent involvement.

Publicity Efforts. In an effort to expose Project PRIMO materials to as large an audience as possible, several methods of publicity were used. These included: (1) mailing free materials to be distributed at conferences, conventions, meetings, etc., (2) submitting news releases to appropriate publications, and (3) attending conferences for the purposes of making presentaitons and distributing information about PRIMO materials. The materials disseminated and publicized included the Positive Parent booklets and television spots and Parenting in 1977: A Listing of Parenting Materials.

Table 13 lists the publicity efforts and dissemination campaigns. The sales of these materials appear to have increased as a result of these efforts, and the materials have been exposed to a larger audience.

Positive Parent Information. The Positive Parent Booklets and TV Spots were disseminated throughout the contract period, and were reproduced as needed. Table 14 indicates the sales for the months of September, October and November; the total sales for this contract period; and the inventory as of 11/29/79.

Table 13 PUBLICITY/DISSEMINATION CAMPAIGNS
American Association of Marriage and Family Counselors Newsletters
International Association of Counseling Services Newsletter
Family Service Association of America Newsletter
The Center for Parent Education Newsletter
National Association of Social Workers Newsletter
Children's House--Children's World Magazine
Child Welfare Resources Information Exchange; Denver, Colorado
Child Welfare Resources Information Exchange; Atlanta,Georgia
Child Welfare Resources Information Exchange; Chicago, Illinois
Staff Development/Inservice Education Day, State Superintendents and Assistant Superintendents in charge of instruction; Jackson, Mississippi
Office of Public Information at Brackenridge Hospital--Alternative Birth Center; Austin, Texas
National Education Association Seminar; Washington, D.C.
Oregon Basic Skills Project Conference; Orlando, Florida
American Association of Colleges for Teacher Education Annual Convention; Chicago, Illinois
International Conference of Association for Children with Learning Disabilities; San Francisco, California
Texas Fmily Institute; Austin, Texas
National Association for Bilingual Education; Seattle, Washington
1979 Southwest Regional Conference of the Child Welfare League of America; Wichita, Kansas
Texas Conference on Early Childhood Education; Houston, Texas
Workshop for Title I Coordinators; Baton Rouge, Louisiana
Second Annual Symposium for Building Family Strenths; Lincoln, Nebraska
CEDaR Parenting Committee Education Group; Washington, D.C.
Project PRIMO Parent Education Conference; Austin, Texas

Table 13 Continued

Arkansas Advocates for Parenting Conference, "Parenting Is Primary"; Little Rock, Arkansas
National Council of Family Relations' Annual Conference; Philadelphia, Pennsylvania
Parental Involvement Conference; Austin, Texas
National Hispanic Conference on Families; Houston, Texas
Oklahoma National Association of Social Workers Newsletter
Second Texas Infancy Conference; Austin, Texas
Western School-Age Parent Conference; Portland, Oregon
Texas Coalition of Citizens with Disabilities Conference; Dallas, Texas
Ira J. Gordon Memorial Conference on Parent Involvement; Chapel Hill, North Carolina
Human Sexuality Workshops, Planned Parenthood of New York City; New York, New York
International Year of the Child, Children's Festival; Denton, Texas
Home and School Institute School-Community Workshops; Washington, D.C.
The Spectrum of Parenting: Nurturing the Family, University Medical Center, Division of Nursing and Continuing Education; St. Louis, Missouri
Institute on Educating the Infant and Toddler, Center for Parent Education; Newton, Massachusetts
Practical Approaches to Parenting Preconference Workshop, National Council on Family Relations; Boston, Massachusetts
Right to Read Conference; Washington, D.C.
Joint Annual Convention of TASB/TASA; San Antonio, Texas
Maternal and Child Health Care Committee, Health Systems Agency of Northeast Pennsylvania, "Parenting" Conference; Avoca, Pennsylvania
Texas Association Concerned with School Aged Parents Annual Conference; Fort Worth, Texas
Common Focus: An Exchange of Information about Early Adolescence, The Center for Early Adolescence Newsletter; Chapel Hill, North Carolina

Table 13 Continued

Philosophy and Practice of Effective Caregiving Conferenct, Texas Woman's University; Denton, Texas

Educational Programs, Mental Health/Mental Retardation Center; Austin, Texas

Southwest Conference on Opportunities for Children and Youth; Houston, Texas

Texas Research Institute of Mental Sciences Annual Symposium, Houston, Texas

TABLE 14: SUMMARY OF POSITIVE PARENT SALES AND INVENTORY

BOOKLETS	SALES 9/1-30/79	SALES 10/1-31/79	SALES 11/1-30/79	SALES 6/1/77 - 11/30/79	INVENTORY 11/30/79
"Be Consistent"	836	946	319	33,428	6,575
"Children Learn by Watching and Helping"	714	377	383	42,200	6,967
"Expect the Best from Your Children"	643	685	358	35,986	4,553
"Four Ways to Discipline Children"	858	707	327	8,297	9,571
"Help Your Children Cope with Frustration"	709	353	358	42,948	6,516
"Los Ninos Aprenden Mirando y Ayudando"	169	192	11	9,792	8,831
"Pay Attention to Your Children"	984	405	329	43,397	6,241
"Practice What You Teach"	918	404	428	41,745	7,943
"Praise Your Children"	915	403	402	31,660	7,174
"Read to Your Child"	661	943	389	46,111	3,865
"Talking with Children"	691	1,195	359	42,610	7,348
"Where Do Adults Come From?"	317	230	46	4,537	12,299
TOTAL	8,415	6,840	3,709	382,711	87,883
Videotapes	1	1			
TOTAL REVENUE	$2,949.08	$2,617.67	$948.77	$104,025.52	

OBJECTIVE FIVE: To initiate institutional linkage mechanisms which will facilitate the development of local and regional working relationships with parent education providers, thus allowing for a more effective response to needs by Project PRIMO and the Parent Education Center (PEC) when established.

Project PRIMO held a conference entitled, "Ways of Maximizing Parent Education Program Linkages" on November 16-17, 1978 at the Southwest Educational Development Laboratory, Austin, Texas. A total of 25 persons from the SEDL six-state region attended the conference*. Demographic characteristics of the conferees are shown in Table 15.

Table 15 DEMOGRAPHIC CHARACTERISTICS OF CONFEREES

STATE	No. of Persons	SEX		RACE			SEA	State Government	Parent Education Program	Parent
		M	F	B	H	W				
Arkansas	4		4			4	1	1	2	
Louisiana	4	2	2	1		3	2			2
Mississippi	3		3	1		2	1		1	1
New Mexico	5	2	3		1	4	1		3	1
Oklahoma	4	1	3			4	2		1	1
Texas	5		5	1	1	3	2		2	1
TOTALS	25	5	20			20	9	1	9	6

In addition, approximately 87% of the participants were between the ages of 30 to 55. None were under 30 years old and 13% were more than 55 years old. As far as educational preparation was concerned, 80% (20) indicated having completed four years of college, 68% (17) revealed that they had completed a graduate degree, and only 16% (4) of the conferees indicated that they only had a high school education.

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*See November 30, 1978 Interim Report for full description of how participants were contacted, identified, selected and the conference content.

The goal of this conference was to conceptualize and draft a set of specifications for a plan of action designed to increase linkages* among and between parent education programs in the SEDL six-state region. This goal was to be accomplished by means of five specific objectives. They were as follows:

1. Identification - To identify (a) existing parent education program (PEP) linkages and networks, (b) efforts for increasing PEP linkages and networks, (c) various PEP linkage agents, and (d) the range of diversity among PEPs.
2. Problems - To develop lists of problems associated with each of the four areas (a-d) stated in Objective 1.
3. Strategies - To create sets of strategies designed to help resolve the problems found in each of the four lists referenced in Objective 2.
4. Evaluation - To propose, then list ways of evaluating each of the strategies from the four sets created with respect to Objective 3.
5. Specifications for Plan - To propose, then draft a written set of specifications designed to help maximize the effectiveness of PEPs through building an increased set of linkages.

The conferees met for two days and worked diligently in both small and large groups to complete their tasks. Every attempt was made to ensure that each small group (four altogether) had a reasonable mix with regard to sex, race and state representation. Each of the four (4) groups used the same set of five objectives to deal with the area of focus assigned to them. The focal areas of each group were as follows:

Group 1 - "Existing PEP Networks"

Group 2 - "Increasing PEP Networks"

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*The Proceedings of the Conference are being published in a separate document.

Group 3 - "Linking Agents"

Group 4 - "Diversity in PEPs"

A set of related questions with respect to the group's focus area was also provided as a guide to the kinds of issues which needed to be dealt with through discussion and suggested action. At the culmination of conference activities, two important events were to occur. First, the conferees were to provide an evaluation of the conference and second, each group was to present, orally and in writing, its plan of action regarding the assigned area of focus. The two features were considered crucial to determining how successful the conference was.

Outcomes from the conference evaluation were discussed in detail in the February 28, 1979 Interim Report to NIE (see pp. 81, 88-105). A summary of those outcomes is provided here:

1. Results from evaluations (Evaluation Form A) filled out at the end of the first day indicated that conferees had very positive feelings about how the conference was proceeding (26 of the 37 items generated basically a very positive response from all participants).
2. *Conferees apparently felt that the small group sessions which dealt with identifying key factors or aspects of their focal area and then developing a plan of action for their focal area were the most useful.
3. Conferees overwhelmingly indicated that the conference had (1) useful, far-reaching benefits and (2) was much needed.
4. With respect to conference communication, reimbursement procedures, details, pre-conference information, pre-registration, scheduling, format, management, feelings about other conferees, feelings about

*Items 2-10 dealt with findings from Evaluation Form B.

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being selected as a conferee, conference flexibility and conference materials, 95% or more of the conferees indicated very positive feelings about these matters.

5. While conferees expressed some dissatisfaction with regard to the conference's priorities, a clear majority (93%+) reacted favorably to the goal and objectives. Conferees were also pleased with the range of focus areas. The only other topic area suggested as being important dealt with information on effective PEPs that have been successful.
6. Conferees indicated several ways in which the conference could be even more useful to them:
    a. similar local/state conferences
    b. shorter local conferences that meet regularly
    c. further sharing of conference materials and PEP information
    d. broadened discussion of parent education
    e. longer session for plan of action development
    f. small group leader training
    g. build in session for state representatives
    h. present more concise theoretical framework
    i. shorten evaluation forms
7. Further evidence that the conference stimulated thoughts about efforts regarding the improvement of parent education, was demonstrated by conferee suggestions of seventeen (17) topics for consideration at future such conferences or meetings.
8. Conferees overall indicated a very positive feeling about the keynote speaker, conference facilitators, staff observers, working conference format and a high regard for other conferees they met.

9. Five (5) specific suggestions were offered by conferees in terms of improving the performance of the conference sponsor:
   a. expand to more states
   b. more training for facilitators and group leaders
   c. constant contact with conference advisors/consultants
   d. broader conference advertisement
   e. include more variety of PEP persons
10. In terms of recommended "next steps," conferees indicated the strongest favorable opinions toward the following:
    a. review the draft plans and begin to take facilitative actions (76%)
    b. begin to implement draft plans (56%)
    c. conferees share conference findings with relevant people in their states (72%)
    d. conferees continue lines of communication with Project PRIMO (84%)
    e. provide information with respect to conference outcome to public (64%)

Each of the four (4) conference focus groups held discussions centered on a set of pre-established questions. In addition, other questions, issues or concerns were raised and discussed as a prelude to drafting specifications for each proposed plan of action. A synthesis of these action plans is presented in the following paragraphs.

Group One: "Parent Education Program Networks"

1. The following kinds of networks were identified as those existing at present through which PEPs were thought to communicate.
   a. newsletters (weekly to yearly)

b. workshops for parents and/or program staff (local to national)

c. conferences and proceedings where appropriate (monthly to annual)

d. state level organizational meetings.

e. regional organizational meetings

f. personal communications/interaction

g. legislative alerts

h. journals, magazines and other publications of national organizations

i. volunteer programs

j. civic organizations, agencies and groups

k. community groups

l. relatives and friends

m. religious institutions, agencies, organizations

n. public and private school programs and activities

o. advisory councils, committees, etc.

p. junior college, community college, college and university programs

q. information clearinghouses

r. key PEP staff

2. The problems associated with the existing networks identified in No. 1 were as follows:

   a. fiscal

      - lack of network expansion funds where needed and warranged
      - failure of funds to consistently support networking development
      - lack of funds to support information dissemination

b. legal (legislative)

   - failure of ligislation to require development of new networks
   - failure of legislation to require information fed into existing networks
   - no stress on importance of collaborative networking
   - created a mass of unrelated and unconnected networks

c. judicial

   - no systematic methods of networking parenting/family information to judges making decisions which can significantly affect/alter the lives of children and parents
   - no networks to continuously feed important judicial decision information to parent education program providers

d. regulatory

   - lack of intra- and inter-agency networking
   - failure to provide written guidelines/regulations emphasizing importance of network development
   - narrow, self-contained guidelines regarding information dissemination for programs
   - lack of resource network for broader program, agency, and institutional usage

e. human behavior

   - tendency for parent education program staff to remain "exclusive" to own activities
   - failure of parent education program staff to interact since many compete for same clients

f. higher education

- no communication between parent education programs and teacher preparation activities
- inservice teachers not aware of information and resources concerning thrust and findings of parent education efforts

3. Group One suggested these strategies for consideration in dealing with the problems identified in No. 2:

   a. build into federal, state and local parent education programs or efforts a system for developing and/or enhancing an effective information/resource network

   b. establish federal regulations to allow for local autonomy within a framework of standards which provide incentives for networking

   c. establish network mechanisms for controlling gaps, duplications, misinformation, etc.

   d. establish mechanisms for broadening network target audience

   e. establish community/program liaison persons to act as catalysts for developing or increasing parent education information networks.

   f. establish panel or group to explore development of needs assessment for network information

   g. establish writing/phoning campaigns to communicate with legislators regarding inclusion of required networking language in guidelines and regulations

   h. lobby legislators and program administrators to include funds designated specifically for networking activities

   i. provision of more human relations, interpersonal relations, and information sharing sessions for PEP staff and administrators

j. develop guidelines for providing parent education information to key decision-makers, e.g., judges, lawyers, caseworkers, etc.

k. determine set of guidelines for including training in parent education as integral part of preservice teacher education

l. extend parent education information/resources network to feed into teacher training institutions, professional teacher organizations, school administrator organizations, and school board organizations

m. develop parent education awareness campaign as a form of networking to increase support (coordinate through or with social service, civic, community, religious, private enterprise, educational, government, etc. organizations and agencies)

n. study and adapt workable networking plans/activities from business and industrial world.

o. develop broader personal or individual efforts at grassroots level to increase parent education networking

p. establish and expand networks across each state, the region, and nation

4. It was suggested that these ideas be among those considered for evaluating the effectiveness of parent education networking strategies proposed in No. 3:

   a. Long term

      - divorce rate decline
      - decline in reported child abuse cases
      - reduction in parent/family stress reports

- reported/observed increase in the use of available parent education services
- references in passed legislation which deals specifically with networks for parent education programmatic efforts
- revisions, additions, etc. to parent education program regulations and guidelines specifying the creation or further development of information and resource networks
- written changes in teacher education course work or curriculum which provides experiences or exposure to parent education information and resources.
- rapidity with which network expands and is used

b. Short term

- spot checks on network development, use and effectiveness using questionnaires, interviews, telecons, surveys, polls, etc.
- rate of increase in number of persons desirous of being included in network
- informal assessment concerning awareness of network's existence
- more interaction between judicial and parent education providers regarding dispensation of court cases/decisions involving families and children

5. Group One offered the following information as a draft of the specification for a plan of action to improve existing parent education program networks.

   a. Goal: To establish a network of parent education programs in the SEDL region which shall increase the extent and quality of parent education programs.

b. Expected Outcomes:

- Awareness of need for parenting education
- Information disseminated about parent education
- Legislation passed
- Teacher preparation programs changed
- Needs for parenting education identified

c. Activities:

- Identify what exists in parenting education potential providers
- Identify other potential population to be served
- Identify other potential networks
- Impact all other organizations identified as part of the potential network
- Explore all resources available to establishing the network
- Use 60-minutes or 20-20-20 to tell the story of the need for parent education and what exists
- Establish a toll free number
- Establish satellites in the six states of SEDL region
- Develop an audio/visual series and/or information packets to be used in satellites on how to network
- Develop role of the satellite participants
- Plug into all local, state, and national associations
- Set up time frames for achieving objectives
- Educating business/industry to be aware of importance of the family unit and of the employee's need for time to spend with family

Group Two: "Parent Education Program (PEP) Linkages"

1. Participants preferred the following definition of linkage: it implies a process of linking established programs and agencies to each other for mutual benefit as well as linkage within the programs themselves. The group then addressed their first question which dealt with ways/attempts that have been made to establish PEP linkages. It was concluded that such ways/attempts were manifested in several activities. These included:
   a. statewide conferences of PEP providers
   b. united/cooperative efforts of national organizations (March of Dimes and PTA) in dealing with particular parent education concerns or issues
   c. formation of city-wide association made up of representatives from agencies dealing with parent education
   d. installation and use of local and state-wide toll free numbers to provide PEP information and service.
   e. provision of parent education by local and national volunteer organizations, especially to public schools
   f. increased sharing of information between/among Federal programs within states that have a parent education component (FT, HS, etc.)

   The group concluded that such organizations as NAEYC, AHCH, Ass'n, NASW, etc. could and should be pulled into parent education linkage efforts. An example of a state department agency which could be used in linkaging was the Bureau of Student Services in Louisiana.

2. In discussing the kinds of problems there are in trying to establish PEP linkages, the following information was forthcoming:

a. fiscal response to PEP linkage efforts has been lacking because of the difficulty involved with selling preventative or intervention programs such as PEP when the end product or outcome is not clear or concrete; PEP's face an uphill battle for funds since other priority areas/programs are usually placed ahead of them; failure of urban, surburban and rural PEP efforts to be united in a cooperative manner

b. neither is there enough research knowledge being used to effect legislation nor are there any strong efforts to influence the mandate of parent education at state level.

c. judicial systems/representatives have failed to communicate, interact, understand and cooperative with parent education program efforts; the incompalibility is somewhat influenced by politics and funding does not promote cooperation

d. in terms of regulation, lack of interagency formulation, cooperation and implementation with respect to uniform guidelines for programmatic efforts involving children and families; far too much dupl. of effort and restrictiveness of regs.

e. from the human behavior stand-point, the group suggested the inability to answer the question of who should teach parenting has affected the establishement of viable linkages. It was further stated that parenting skills are not easily taught however, often one group or school feels it has the answers. Also, the group felt that PEP linkages have not been better developed because of the incongruence of moral issues with our changing society.

f. higher education efforts have contributed the inability to establish more viable PEP linkages in that is is too isolated from what's going on in the "real world", its philosophies and theories are to elitist and it promotes social services as treatment instead of prevention.

3. Several strategies were proposed to help resolve the problems mentioned with respect to establishing effective linkages. These included:
    a. increased knowledge about available funds
    b. increased political action toward and support for parent education
    c. broader sharing of funds, resources and services
    d. eliminate competition for funds designed to address the same issues (e.g., parent education)
    e. increase communications and cooperation through enactment of better legislation re: PEPs
    f. operate reg. parent education clearinghouse
    g. develop broader coalitions among PEPs
    h. higher education institution should develop programs which provide specific knowledge, training experience, and materials re: parent education
4. As a means of evaluation these strategies, the group suggested that a needs assessment be conducted to actually define the needs. Next, the plan of action should be organized and implemented. With regard to the actual evaluation of increased linkages, it was suggested that such activities might be conducted through the use of questionnaires, interviews or surveys. Data would be gathered regarding how well needs were met through the proposed strategies and how well the process for further establishing PEP linkages worked.
5. The following are specifications for a plan of action to establish and maintain more effective PEP linkages:

PLAN OF ACTION

Specifications for Establishing and Maintaining Linkages	
Short Range Activities	Long Range Activities
1. Contact person between states and SEDL--write letter	Meetings for PEP to establish linkages
2. Contact with legislative representative	Office of Parent Education in State government
3. SEDL pursue possible linkage with ERIC	Legislative memorial to recognize concept of parent education
4. Fill in PEP chart and disseminate to members here	
5. Develop a model for information and referral system for each state	Availability of services for all persons

TRAINING

Set up meetings within states for PEP programs to establish linkages.

Establish parent education person in state government, governor's office to be PE coordinator.

Members from this workshop contact PTA/March of Dimes or similar such organizations. Discuss the possibility that:

a. SEDL become coordinating agency for developing plan of support for PE in each state

b. Each identified PEP representative of a supporting institution to establish linkage between institution and SEDL

c. SEDL could provide technical assistance and training for representatives and groups contacted in each state concerning organizational skills in establishing state PE office and developing local support

Plan of Action for SEDL Conference Participants	
Establish PEP Linking Agent in Each State within One Year	
Conference Participants	SEDL
a. Contact potential institutions including board members, etc. b. Conduct meeting of state conference participants c. Publish SEDL conference information throughout the state d. Identify interested supporting organizations e. Contact legislators for support f. Contact governor for cooperation g. Contact state SEDL board members h. Sponsor introduction of PEP legislative memorial for adoption	a. SEDL become clearinghouse for information concerning state PEP efforts - General - Goal related b. SEDL provide technical assistance in such areas as: - Information on supporting organizations - Procedure for contacting legislators - Introductory letter to governor - Write up news release for members c. Contact governor for information update d. Plan linking agent conference in each state

Group Three: "Parent Education Program Linking Agents"

1. Participants identified the following individuals, groups, agencies, institutions, etc. as those thought to be presently serving as PEP linking agents:*

   a. Individuals

      . Texas: Mickey Leland, Wilhelmina Delco, Jeannette Watson, Nolan Estes, Alvis Bentley (PTA)

      . Arkansas: Bill Sherman, Benjamin Spock, Bettye Caldwell, Dale and Betty Bumpers, Sarah Murphy

      . Louisiana: Alphanse Jackson, Senator Shehee, Thomas Statts, Loye Rowland, Hilliary Rodham, Jesse Jackson

      . New Mexico: Abel McBride

      . Mississippi: Mildred Witt, Jack Rawson, Jean Leverett, Dr. Jennings, Reba Southwell

   b. Groups

      . Parent Teacher Associations

      . March of Dimes

      . Future Homemakers of America

      . Four H Clubs

      . Action for Childrens' Television

      . Advocates for Children and Families (Arkansas, New Mexico, Louisiana)

      . Child Care '76

      . Mississippi Council on Children

      . Big Brothers and Sisters

      . Boy and Girl Scouts

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*Group offered several sources which could be referred to for information about PEP linking agents. These indluce Parent Education Program and Service Directory, Yellow Pages for Children and Volunteers in Child Abuse and Neglect Programs.

- Boys Clubs
- Child Welfare League
- American Home Economics Association
- American Vocational Association
- Church Related Groups
- Family Service Association
- La Maze
- International Childbirth Association
- American Medical Association
- La Leche League
- Parents without Partners
- Parents Anonymous
- Professional Association of Social Workers
- Mormon Church
- Planned Parenthood
- Texas Association of Community Action Agencies
- Professional Organizations (NEA, ACEI, AEYC, SACUS)
- Fathers for Equal Rights
- Junior League
- NAACP

c. Agencies

- Departments of Education
- Departments of Human Resources
- Departments of Health
- Departments of Community Affairs
- Religious Agnecies

- Youth Councils (Juvenile)
- Indian Agencies
- SEDL
- Youth Homes, Inc. (Arkansas)
- Frieds of Courts (New Mexico)
- American Civil Liberties Union
- Mental Health Association
- Outreach Community Centers
- Private Maternity Homes
- New Futures (New Mexico)
- Public Schools
- Urban Councils
- Public Broadcasting Systems

d. The group recommends that terminology be consistent by using the Dictionary of Social Terms.

2. With respect to the kinds of problems that exist with present PEP linking agents, the following list was developed:

a. Fiscal

- Too much paperwork
- Imbalance of funds
- Indirect services are first to be cut
- Groups are unwilling to commit funds for parenting without retaining control
- Funds are fragmented
- Priorities are misdirected
- Dollars for machines and cents for parenting

b. Legal

- Legislation enacted without sufficient implementation funding
- Local regulations over legislative mandates
- Lack of consistency in federal and state guidelines
- Duplication of services due to federal law inconsistencies
- Lack of input into legislative process regarding non-threatening information
- Failure in communication of clearly defined ideas

c. Judicial

- No mandatory counseling of parents with problems (custody-abuse)
- Endangered legislation threatened by potential for judicial action
- No parenting information for judiciary

d. Regulatory

- Inconsistent guidelines
- Difficult to mesh regulations with various federal programs
- Regulations not written for local implementation

e. Human Behavior

- Turf protection which leads to isolation and insolation
- Inconsistent application of programs
- Teacher defensiveness regarding parent/community involvement
- Conflict of values between parents/community vs. schools
- Apathy

f. Higher Education

- Lack of courses in parenting
- Lack of revamped courses/curriculum reflecting changing family/parent settings

3. Several strategies were proposed to assist in resolving the problems identified with present PEP linking agents. They are as follows:

   a. Involve people who have not participated in PEP past efforts whether through innocent actions or otherwise. Community education efforts may be one starting point.

   b. Utilize a neutral body to draw in other major organizations, e.g., "A Coalition of Mothers and Babies," March of Dimes, SEDL.

   c. Invite the respective groups in and present information for them to plan and organize something workable regarding increasing pool of and effectiveness of PEP linking agents.

   d. Break down communication barriers, e.g., inter-agency, inter-office, etc.

   e. Create a Federal Clearinghouse for all regulation writers

   f. Utilize ERIC and International Project on Dissemination (IPOD)

   g. Every parent education program funded should include line items for linking agent

   h. State boards should revamp teaching certificate standards to include teaching parenting skills

   i. Adopt a single definition of dissemination

   j. Urge inclusion of funds for purposes of dissemination/education

   k. Create a task force to educate other groups and the judiciary as to what should be articulated regarding parenting

   l. Develop public service announcements to create awareness among general public on parenting. Use Madison Avenue experts to market parenting

      . Send publications to persons requesting information. Inform them of adult classes--follow-up with telephone call

   m. Utilize service groups (Rotary, Lions, Optimists, etc.) at state and international levels to set education for parents as a priority in their organization.

   n. Utilize people in public advertising and their approaches (Dairy Association, McDonald's, etc.) as tools for linking agents to market parent education

   o. Lower PEP funding anxiety and eliminate discretionary funding

p. Provide more effective communications, i.e., give it to the people in terms of their interests, not yours.

q. Make use of utility and telephone company mailings to send parenting information

r. Place publications in public health services, hospitals, etc. (Louisiana PTA)

s. Make use of mobile libraries as form of parent education linking

t. Parent-teacher conferences and PTA could be better utilized as linking agents

u. Ask National Family Opinion Survey to include questions on parenting

4. The following information was provided with respect to ways that PEP linking agent strategies could be evaluated for effectiveness:

   a. Specific Strategy: Mall Fair

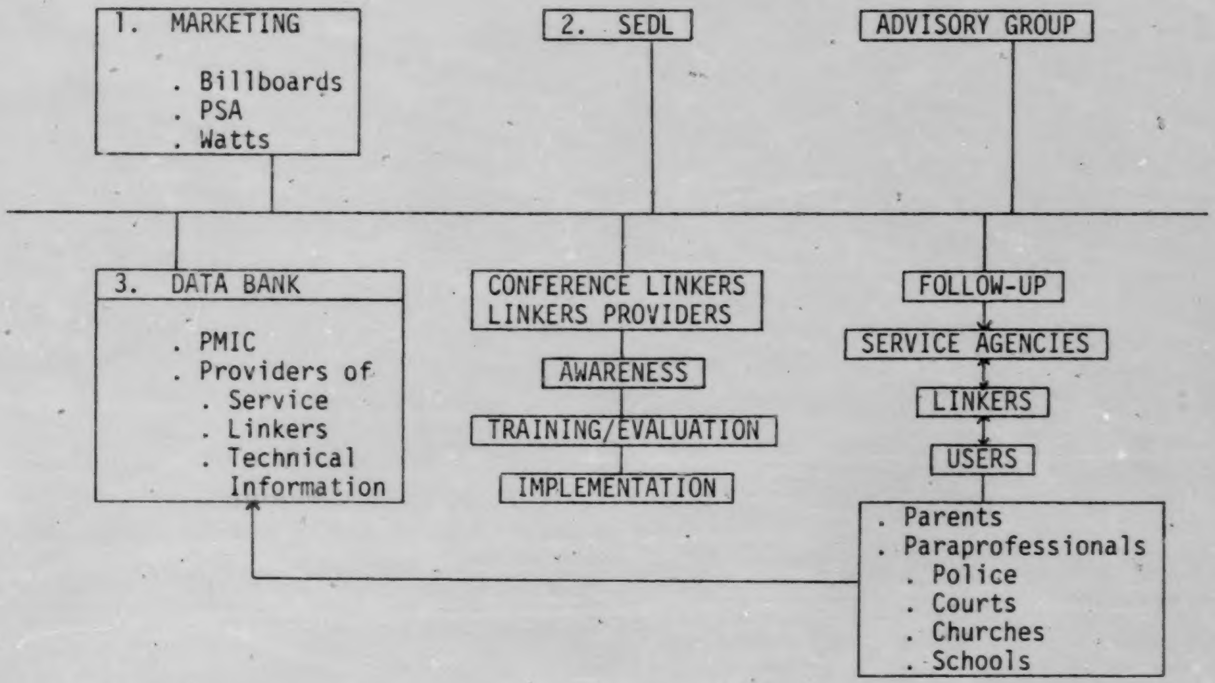
      - Use public service announcements to announce mall fair, free of charge
      - Draw in other people such as Family Living, Child Development, to serve as consultants
      - Have check list completed on each person (name, address, telephone number)
      - Distribute publications on simple child care concepts for individual interests

   b. Specific Evaluation

      - Conduct workshop/conference to meet specific interests
      - Follow-up with phone call to determine if information given at fair is helpful and if more information needed
      - Design information check list to ask in telephone follow-up: interested in meetings, classes, etc.

5. In terms of specifications for a draft plan of action to increase the number and expertise of PEP linking agents, the following information was presented.

a. Suggested linking agent model:


1. MARKETING
. Billboards
. PSA
. Watts
2. SEDL
ADVISORY GROUP
3. DATA BANK
. PMIC
. Providers of
. Service
. Linkers
. Technical Information
CONFERENCE LINKERS
LINKERS PROVIDERS
AWARENESS
TRAINING/EVALUATION
IMPLEMENTATION
FOLLOW-UP
SERVICE AGENCIES
LINKERS
USERS
. Parents
. Paraprofessionals
. Police
. Courts
. Churches
. Schools

b. Suggested purposes:

- To market concept of role as linking agents to those that could serve this need
- To serve as catalyst for statewide/regional PEP linking efforts
- To expand PEP data bank by building on PMIC collection and provide technical information, Federal Register information, proposal deadlines, regulations, new laws, etc.

c. Suggested Theme Song (To the tune of I'm a Pepper)

I'm a linker,
You're a linker,
She's a linker,
He's a linker,
You could be a linker, too!

WHEREAS, the people gathered at the PRIMO Conference are deeply concerned about the future of our children, and

WHEREAS, the members of this group have made meaningful contributions toward designing a program of parenting services,

BE IT RESOLVED, that this group of representatives, under the aegis of the Southwest Educational Development Laboratory, meet annually to further our studies and increase our contributions toward the development of effective parents.

Dated this 17th day of November, 1978, at Austin, Texas.

Elizabeth R. Smith
C. L. Pollard
Dilone Ray
Patricia Black
Jack [illegible]
Georgia Cunico
Glen A. French

Group Four: "The Diversity of Parent Education Programs"

1. The following information was offered with respect to what are the different kinds of known PEPs and ways to classify them into 3-5 distinct groups:

   It was decided that consideration be given to both strong and weak aspects of PEPs within the definition of adversity. A strong aspect of PEPs was that they dealt primarily with preschool and elementary age children because parenting appears to be most important at these stages. A weak aspect of PEPs was that not enough dealt with parent education for those with adolescents which is a growing area of parenting problems and concerns. The motivation for having PEPs is an aspect of diversity which the group suggested should be kept in mind, especially since funding availability is the overriding consideration for PEP pursuit rather than needs and concerns of clients. Source of funding also was viewed as an aspect of PEP diversity. It was posited that federally funded PEPs seemed to have a parent training approach whereas non-federally funded PEPs offer enrichment for parents. (This is probably too much of an overgeneralization.) In addition, the preventive PEP approach vs. the crisis approach contributes to the overall diversity.

   When reference is made to PEP target groups, parents, non-parents and prospective parents must be included. Presently there appears to be little in the way of parent education for grandparents. Those efforts that do exist were rated weak by this group but growing. This is in spite of the fact that grandparents, in many cultures, have had a traditionally strong parenting role. Parent education for non-parents apparently is non-existent. Efforts for actual or real parents were most prevalent although they are more evident for those with preschool/elementary children and less available for those with adolescents.

Prospective parents, current parents and others who play a parental role (surrogate, extended family members, etc.) was another breakdown mentioned. Finally, the group stated that categorization of parents by those which are appropriate to different cultures in our society and those which are not, should be considered, especially as it relates to the different subcultures or life styles of parents.

In summary, the following kinds of PEP classifications or groupings were offered:

	STRONG		WEAK
		Focus	
a.	Preschool/elementary parent focus		Adolescent parent focus
		Funding Source	
b.	Federal		Non-federal
		Motivation	
c.	Funds only		Concern for clients
		Approach	
d.	Training Enrichment		Preventive Crisis
		Target Group	
e.	Non-parents Parents Other parenting ones		

2. Several kinds of linkage problems were identified as existent in the different kinds of PEPs. Briefly these problems are as follows:

   a. Fiscal (Budgets and Funds)

      - Inability of people in leadership roles to get together due to lack of funding
      - Competition for funding qualification
      - Target areas of different foci restricts linkage instead of communication and coordination of funding being used to guide or reduce such restrictions
      - Failure to use funding as leverage to encourage linkage.
      - Lack of funds makes linkage action impossible even when legislated

   b. Legal

      - Mandate of PEP linkage without funding
      - Funds not available due to public policy. No one designated as responsible for carrying out documentation of linkage
      - Competing PEP objectives reduces linkaging. Not enough legislation to force linkage
      - Lack of inter-agency communication
      - Lack of legislation supporting parent education programs nationally.

   c. Judicial

      - Judicial decisions made with minimal regard for linking programs that serve children and their families.
      - Bias in judicial decisions and neglecting to include children in the decision making process
      - Judicial system officials' lack of preparation, information about resources in the parenting areas

  - Private versus public hearings and its effect on school/family decisions

- d. Regulatory
  - Lack of linkage emphasis in PEP guidelines. Restriction of linkage to certain target groups
  - Failure to coordinate paper work
- e. Human behavior
  - Lack of respectful approach and developing rapport with parents as linking device
  - Hostility toward other providing agencies
  - Need to protect one's own turf which hinders linkaging
  - Specialization of programs which limits linkaging potential
- f. Higher education
  - Inadequate preparation and training for persons in positions of power to make decisions
  - There is a discrepancy between what parents want and what professionals want
  - Persons in leadership are not representative of our society, i.e., predominantly Anglo and male and under-represented with respect to minorities and women in our society

3. This group came to issue with the commonly accepted assumption that apathy is the basic cause of lack of effective parenting. They queried as to who were the proponents of such an assumption and clearly stated that parents certainly were not. A specific set of strategies was proposed to help resolve the problems identified in Item 2. They are as follows:
   - a. Include linkage as an initial part of legislation and regulations
   - b. Provide more people with draft PEP legislation and regulations, notice of hearings, etc., in order to receive a broader base of input and direction

c. Initial organization in writing proposals for funding of a program should include specifications for conferences, documentation of positive outcomes of conferences and share the information with others

d. Allow freedom in budget to move a certain amount of funding among line items, especially for including necessary parent education thrusts

e. Keep lines of communication open in order to lessen competition

f. Reinforce cooperation and linkages by acknowledging parent education as a PRIORITY matter

g. Budget for a person to be a liaison between PEP and other relevant groups, organizations, agencies, institutions, etc.

h. Develop broad based community action group

i. Some legislation targets certain people and is preventing linkage. Groups splintering both smaller and more narrowly focused groups is a concern to us

j. Persons and agencies asked to implement a program should be invovled from the beginning of a program, i.e., one agency or group should not plan a program and then give it to an agency to implement. The point in time that an agency gets involved in an issue is a key factor. Optimal plan is for agency to be in the planning stage and carry through.

k. Legislation should be written to include a sharing of responsibilities between agencies--i.e., the Handicapped Child Act 94142--seems to be mandating many responsibilities to education that could go to health, nutrition, etc. departments. Parent education should be multidisciplinary

l. Involve more persons in PEP efforts so as to better inform the public and make them more aware of need and importance of parent education

m. Develop a common goal and a stated consensus among the persons and agencies who are concerned with parent education

n. Maintain viable linkages now so as to provide useful linkages in future if, for example, national legislation is introduced and needs to be influenced

o. In defining the objectives for parent education legislative package, keep in mind all aspects of the child's needs and families' needs.

4. In order to evaluate the effectiveness of strategies proposed in Item 3, the following discussion was presented:

   a. Effectiveness was determined to be the degree of discrepancy between needs and outcomes. It was concluded that clarity should be provided regarding the need for PEP linkage, the effectiveness of this process and the effectiveness of its outcomes. In addition, it should be clear as to what kinds of discrepancies are being focused on: process evaluation? outcome evaluation? Important here is if the program enhances what parents are trying to accomplish. Important evaluation questions might include the following:

      - Will the duplication of services within PEPs be reduced? the base of people served increased? services for parents be enhanced? parent program organization be improved?
      - Does program allow parents and representatives of parents to have a say on guidelines regulations? (It is regretted that the regional office in Dallas no longer endorses the Region 6 Child Development Task Force.)

- Does program allow parents and professionals to meet with enough other people with similar concerns?
- Does freedom in budget demonstrate responsiveness to the parental need?
- Does program open lines of communication between agencies and parents?
- Does program really give parents a voice?

5. Proposed draft specifications for a play of action to be implemented with respect to better linking PEPs were as follows:

   a. In drafting the plan specifications, it was concluded that professionals have a responsibility to gather data, document and provide information which documents the needs of parents. However, they do not have the right to impose programs or set priorities based on those needs without parental involvement, i.e., beneficiaries of the programs. Parents used here refers to actual parents and potential parents, i.e., future parents of America--teenage parents. Thus, parents should be included in the development, implementation and evaluation of PEP goals, objectives and activities.

   b. More specifically, such plans of action:
      - Should include a multidisciplinary approach
      - Should identify the lead agency in the coordination effort and should insure that this lead agency is responsive to the various agencies
      - Must be clear about the need for linkage and the plan must be widely disseminated
      - Should allow for the different groups to be knowledgeable about each other and to develop support and respect for the various parenting programs in this region; therefore, it provides linking of diverse program

- Should develop provisions which lead toward a belief, on the part of parent education program providers, in the potential growth and dedication of parents.
- Should insure that money is available to create linkage; and, if money disappears there would be a back-up plan to assure continuation
- Should have clear and observable milestones!
- Should develop a general consensus regarding the concept of parent education, including its diversity
- Should be designed to develop public awareness and support!
- Should provide for the routine, periodic, review of the needs to determine its effectiveness

Conclusions From Small Group Meetings

1. IDENTIFICATION: Conferees in Group One were able to identify more than twenty (20) kinds of PEP networks through which communication presently takes place. This supports the assumption by PRIMO that networks for conveying parent education information do exist and exist in a variety of forms. Group Two participants identified at least seven (7) ways in which attempts have been made to establish PEP linkages. In addition, several national organizations with established linkages were identified. The suggestion was to pursue ways of tying into such organizations as a means of broadening the linkages between/among PEPs.

Members of Group Three identified a range of individuals, groups, agencies, institutions, etc. who were known to presently serve as PEP linking agents. More than sixty (60¢ such agents were listed. This listing, which is not all-inclusive, tends to support the general assumption among parent education experts and practitioners that an array of potential PEP linking agents exist.

However, a major question remains concerning effective coordination of their use. The Group Four persons generally identified the kinds of PEPs as either being strong or weak. They attempted to classify PEPs according to focus, funding source, motivation, approach and target group. Within each of these classifications, a dichotomy of variables was presented. While the method of identifying/classifying PEPs was useful, it appears as though more information may be needed regarding clearer categories for classifying the different kinds of PEPs.

2. PROBLEMS: Group One participants presented several problems regarding existing PEP networks. At least two problems were generated for each of these areas: fiscal, legal, judicial, regulatory, human behavior, and higher education. Problems tended to center around (a) lack of sufficient PEP funds, (b) lack of specific PEP legislation, (c) lack of courts, etc. cooperation/interaction with parent education efforts, (d) lack of clear guideline details, (e) tendency to isolate rather than share, and (f) lack of commitment to parent education skills in preparation of teachers. In Group Two, the kinds of problems associated with trying to establish PEP linkages included the following: (a) lack of PEP unity, cooperation; (b) lack of resources or information about resources to support PEP linking legislation, (c) failure of judicial agencies to communicate with PEPs as means of developing vitally needed linkages, (d) lack of uniform guidelines/regulations prevents effective linking and causes much duplication, (e) disagreement as to who should teach parenting, the morality of teaching parenting and incongruence of parenting has hindered linkage establishment among/between programs, and (f) higher education's elitist philosophy regarding the treatment approach to parent education is incongruent with PEPs movement toward a prevention approach and prevents development of effective linkages.

The members of Group Three found that problems concerning the identified linking agents included: (a) imbalanced, fragmented, tightly-controlled, low-priority, designated funds prevent development and effective use of PEP linking agens; (b) lack of input, consistency, congruence and clarity concerning PEP regulations disallows effective deployment of linking agents; (c) judicial insensitivity, lack of cooperative mandates and parent education information for decision-making are indications of need for more linking agents; (d) lack of local applications and consistency among regulations in various programs deters PEP linkage agents even lack of parenting courses in higher education stymies development of potential PEP linking agents. Group Four conferees proffered that PEP linkage problems were resultant from: (a) intensive competition for funds, fund restrictions and narrow foci, and inability to use funds as linking leverage; (b) lack of supporting legislation to develop and maintain appropriate link given the diversity of PEPs; (c) failure of legal/judicial system to suggest or require in their decisions affecting children and families cooperation between agencies, institutions, etc. in helping to resolve their problems; (d) PEP diversity hinders development of effective guidelines and regulations with respect to linkaging; (e) specialization and self-serving nature of diverse PEPs does not allow for effective linking; and (f) higher education does not sufficiently prepare persons to develop useful links between the variety of PEPs available.

3. STRATEGIES: Each of the four groups proposed a wide range of strategies to deal with their particular focus (existing PEP networks, increasing PEP networks, PEP linking agents, and PEP diversity). In summary, it appears that the suggested strategies tend to focus on the following:

a. intensive federal, regional, state, county, and local agency, etc. cooperation (coordination)

b. new/revised regulations and guidelines that specifically deal with linkaging

c. provision of more funds to conduct PEP linkaging and programmatic efforts

d. use of existing networks/linkages where possible

e. creation/expansion of networks/linkages as needed

f. propose and seek support for legislation which helps increase networks/linkages

g. reduction in competition for parent education funds and clients, with more concentration on collaboration and lessening of redundancy/overlap

h. more involvement of teacher education/social service training institutions in parent education linking process

i. provision of more information and resources as means of increasing linkages and networks

j. increased association and utilization of volunteer organizations, agencies, etc., to improve PEP linkages and networks

k. better use of written, telephone, and visual media resources for further linkaging/network development

l. inclusion of linkaging as basic emphasis of PEP goals, objectives, and activities.

4. EVALUATION: The four groups all indicated that an evaluation of present or proposed methods to improve PEP networks/linkage was necessary. Both process and effectiveness seemed to be the two major aspects that linkaging evaluation be based upon. A range of formal and informal methods

were proffered. Groups presented ideas for consideration which were short term and long term evaluation efforts. Overall, groups indicated (1) that on evaluation of PEP linking efforts was most appropriate, and (2) that such evaluation be systematic and well-planned in order to provide useful results.

5. PLANS OF ACTION: Each group offered a draft plan of action to carryout efforts designed to improve parent education networks/linkages. The plans varied in both content and format. Originally, a selected group of conference participants and PRIMO staff were to meet at a designated time after the conference and refine the action plans for implementation at state and region level. Due to previously mentioned constraints, such a meeting did not occur. Therefore, the draft action plans have not been acted upon. However, they do provide the basis for developing actions steps which could increase the effectiveness of PEP networks and linkages. The conference was deemed a success as it stimulated a set of plans regarding the improvement of PEP networks and linkages, identified key PEP persons in each state of region to assist with such improvement, and established the framework from which effective action could be taken.

RECOMMENDATIONS: As a result of conference actions and outcomes the following recommendation is offered:

- That exploratory efforts be undertaken to determine how best to provide key state level persons (SEDL region) with networking and linkaging technical assistance as a means of enhancing the delivery of parent education services to clients.

  Several specific activities to carryout this objective are as follows:

  (a) identification of additional key PEP persons in each of six-states in SEDL region;

(b) selection of key state PEP to assist with developing expanded networks and linkages;

(c) development of plan for working with state person re: information about existing methods involving parent education networks and linkages;

(d) gather specific PEP network/linkage information from key state persons;

(e) synthesize information and prepare written report on information gathered;

(f) prepare draft of plan to work with states toward increasing and/or organizing effective parent eduationn eetworks and linkages.

OBJECTIVE SIX: To conduct a follow-up study of the impact of multimedia training packages on parent participants' attitudes and behaviors.

I. INTRODUCTION

A. The Multimedia Training Packages

One of a series of products of the Early Childhood Program at Southwest Educational Development Laboratory were fifteen (15) multimedia training packages designed for parent education with low income parents. After the Early Childhood Program evolved into the Division of Community and Family Education, the parent education training packages continued to be refined. Based on prior testing, one of the most popular training packages is, "Ways to Discipline Children." The decision to evaluate this package* as a prototype of the others was based not only on its popularity, but also because its monolingual presentation simplified the requirements for evaluation.

The format for the multimedia training package is a combination of small group discussion (8-15 people) with a "leader" and "co-leader," using films, tape cassettes, games, flip charts, and handouts in conjunction with discussion. Ideally, the leader has skills in small group dynamics and encourages the parents to participate in the discussion. The format allows for questions after each film and tape cassette sequence. The package consists of four sessions lasting one and one-half hours each on each one of the discipline techniques--listening, setting limits, rewards and punishment. The training sessions are usually made available through Head Start, school district's parent education programs, day care programs and parenting centers.

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*The conceptualization of the Impact Study was described in a previous report, "Multimedia Training Package (MMTP) Impact Study," (October 11, 1978) to NIE and the results of the pilot study, including the data analysis plan were described in a report to NIE, December 1, 1978, "Multimedia Training Package (MMTP) Impact Study: Results from the Pilot Study."

The developers of "Ways to Discipline Children" combined two conceptual positions: a model developed by Soltz (1967), a disciple of Alfred Adler, and behavior modification techniques most evident in the section on rewards. Their basic assumptions were:

> First, that the parent, ultimately is the authority; and second, that a certain degree of equality between parent and child is basic to understanding. The first two assumptions seem to conflict on the surface, but they can work together. Each parent will have to arrive at a workable balance between them. Other assumptions that the content is based on are that the child will respond to positive stimulus (rewards), that self-confidence in the child reduces problems and (implicitly) this also applied to the parent. Finally, the content is based on the assumption that there are right ways and wrong ways to discipline children (Ways to Discipline Children Prototype Leader's Manual, p.3).

The developers of the package anticipated the following attitudinal and behavioral outcomes:

1. Listening - Listen more and get kids to share in solving problems.
2. Limits - Set limits first and set reasonable ones.
3. Rewards - Use rewards (praising and material rewards) to encourage good behavior and not as bribes.
4. Punishment - Spank less and only for repeated offenses.

The evaluators of the training package anticipated that the range of effects might go beyond changes in discipline techniques.

B. Purpose of the Study

One of the results of the Family and Community Studies survey of parent education programs was the development of the concept of "impact."

> These restricted views of program evaluation are characteristic of the programs currently reported in the literature. The choice of outcome measures is generally restricted to the participants or their children, and they normally include some form of questionnaire designed to assess participants' satisfaction in addition to learning. The rigorous and limited evaluation designs preferred by researchers and the more general and impressionistic evaluations favored by program staff should give way to

> a conception of impact instead of the more common concept of effectiveness. Impact as a concept implies an openness to consider a great range of possible effects of the program, including intended as well as unintended outcomes (FACS Final Report, May 1978, p. 70).

Taking this concept, the purpose of the Impact Study of the multimedia training packages was to investigate the range of anticipated and unanticipated effects using qualitative research methods which would allow for gathering this kind of data.

The purpose of the MMTP Impact Study was to investigate the question, "What do parent participants learn from parent education activities such as the MMTPs?" When a parent attends a parent training workshop such as, "Ways to Discipline Children," does the parent experience any change in attitudes or behavior? Does the child exhibit any behavioral change? Does the parent experience change that is unrelated to the content of the package? What factors explain the change? The primary purpose of the Impact Study was to evaluate the range of effects that might occur to a parent attending a multimedia training workshop.

C. Range of Effects

Interviews with training leaders during the field testing period suggested that the range of effects might go beyond the contents of the package. Among the possible effects mentioned were (1) an increase in self-confidence as a parent, (2) development of new concerns related to child development, (3) changes in assumptions about child rearing, and (4) awareness of different solutions for parenting problems. The Impact Study hypothesized that there might also be a range of effects that the researchers might not be able to anticipate.

In reviewing past studies of parent education programs that have used criterion-referenced tests to measure one type of effect--knowledge acquisition on the part of the participants, PRIMO found little evidence to suggest that parent attitudes and behaviors change on the basis of an intervention of short duration, low intensity and diffuse goals such as the MMTP training packages represented. Ira Gordon (1978) found that "programs need to be conducted over time and results take time to become apparent; programs of short duration will not have any worhtwhile impact." Measurement of an attitude or behavior requires pre-specification of a desired outcome. The goals of the MMTP are diffuse, "to listen more," "to use rewards more." It would be difficult to measure these effects on an attitudinal scale. Criterion-referenced methods force findings into one category of effects. They do not allow for discovery of unanticipated effects. For these reasons, it was decided to use a more open-ended approach to the study of effects, borrowing from techniques used in anthropology. These methods consisted of pre- and post-interviews using open-ended questions, participation and observation during the parent training workshop, and limited home observations. A more detailed discussion occurs in the Methodology Section.

D. *The Parenting Model**

This Study postulated that the parent's participation in the socialization of the child included (1) beliefs or basic assumptions about the nature of the child's development and the parent's role in that development and (2) cumulative experience in parent-child interaction. It was assumed that in order to understand parents' discipline techniques or changes in child-rearing *practices*, one needs to understand their beliefs about child rearing, called the "parenting model." *The parenting model is a set of coherent and interrelated beliefs about the nature of children* which includes a rationale explaining why parents believe what they do, specific ways of teaching and learning, parental limitations and how they view their role as parent in the teaching and learning process. The parenting model focused on three variables: (1) How does the child learn, without others and through self-regulation or self-actualization or through the help of significant others and through conditioning? (2) Does the parent direct and control learning? (3) and Is mediation or control of the environment by the parent important for learning?

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*See page 183 for an elaboration.

The relationship between the parent's model of child rearing and the parent's behavior with the child does not result in a perfect correspondence. Usually, there is some discrepancy between what a parent wants for the child and what parent does with a child, between what the parent believes she should do and how the parent behaves with the child. These two components of socialization may be described as the difference between the ideal (goals, values, and beliefs) and the real (interaction between parent and child). How do we study the fit between child rearing beliefs and child rearing behavior as manifested in discipline techniques? The Impact Study was concerned with these two variables--the parenting model of the parents and the discipline techniques and changes in these two based on attendance at a parent training workshop.

E. Research Questions

The Impact Sutdy raised a number of questions about the causes and effects of parent training workshops which use a small group discussion and multimedia as a format and which are of short duration.

RANGE OF
EFFECTS

1. What are the anticipated and unanticipated effects of the parent training workshops on the participants?

2. What kinds of attitudinal and behavioral change can we expect in the parent-participants and in their children?

   -- Are there some techniques parents are more responsive to than others?

   -- Are there cultural or ethnic differences that affect the impact of the parent training workshops?

PARENTING MODEL

3. Does a simple continuum ranging from control to non-control adequately characterize parenting differences, or should other distinctions or typologies be considered?

   -- Are there cultural or ethnic differences in parenting models?

   -- What variables best characterize the parenting model?

LINK BETWEEN PARENTING MODEL AND RANGE OF EFFECTS

4. What is the degree of fit between the parenting model and discipline techniques?

CAUSATION

5. Which variables are most crucial in understanding the impact on the parents, such as prior experiences, leadership skills, social interaction with other parents and leaders, and content of the packages?

   -- What is the relationship between the parenting model and discipline techniques of parents and the implementation process?

   -- Does the interview or the interviewer have any role in causing change?

MMTP SENSITIVITY

6. Is the training session culturally sensitive?

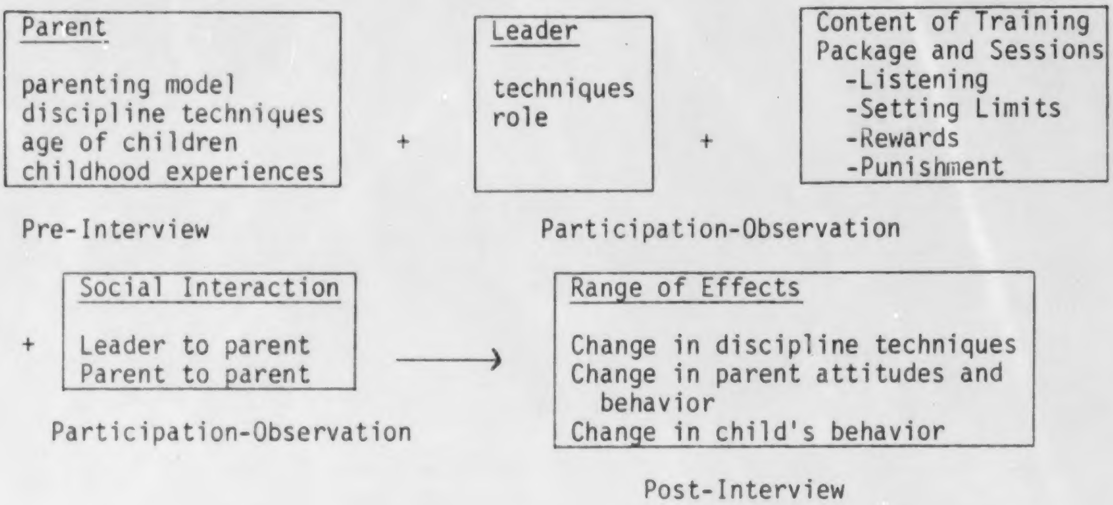
   -- Are there cultural or class biases in the training package?

   -- Does the content of the training package reflect parents' effective discipline techniques?

   -- What concerns do parents bring up during the sessions that were not addressed by the training package?

The conceptualization and implementation of the Impact Study can be graphically represented as follows:

HUERISTIC MODEL OF HOW PARTICIPANT TRAINING OUTCOMES MAY OCCUR



Parent

parenting model
discipline techniques
age of children
childhood experiences

Pre-Interview

+

Leader

techniques
role

+

Content of Training Package and Sessions
-Listening
-Setting Limits
-Rewards
-Punishment

Participation-Observation

+

Social Interaction

Leader to parent
Parent to parent

Participation-Observation

→

Range of Effects

Change in discipline techniques
Change in parent attitudes and behavior
Change in child's behavior

Post-Interview

In summary, the Study rejected the use of pen and pencil tests of knowledge retention and opted for the use of qualitative methods in order to ascertain a range of effects on the parents. It was postulated that the range of effects could occur at the following levels: (1) attitudinal or behavioral changes in the participants' discipline techniques, (2) attitudinal changes in the participants' parenting models (assumptions about children), (3) other unanticipated attitudinal or behavioral changes in the participants, and (4) changes in the child's behavior as a consequence of changes in the parents' behavior (a second order effect). It was further postulated that the possible causes for the change might be (a) the experience and motivations the parent brought to the training sessions, (b) the skills, knowlege and rapport of the leader, (c) the social interaction among the parents and with the leader, and (d) the content of the materials presented during the session.

F. Limitations of The Study

The Impact Study is limited to the study of one of the fifteen (15) packages developed by the Early Childhood Program; it has no control group which has a different format or a non-treatment group. It is limited to the study of parents who qualify for low income parent education programs. Methodologically, the study relied primarily on self-report changes rather than home observations. Nonsystematic and casual home observations were limited to the period of time that the interview was conducted in the home.

Nonetheless, the structure of the study has allowed for a sound basis for comparison; (1) the participants represent three different ethnic groups (Anglo, Blacks, Chicanos) in equal proportions; (2) the training package was repeated at four sites; and (3) interviews with parents were conducted before and after the parent education workshop. The qualitative approach used in the study has allowed for the discovery of both anticipated and unanticipated effects; it has allowed for data collection on parenting models, value orientations, and discipline techniques that represent the parents' structuring of these topics. And the study has developed a method for systematic coding of qualitative data.

G. Description of The Sites

The sites which participated voluntarily in the Impact Study did so as part of a general agreement with Project PRIMO to receive technical assistance, such as parenting materials, other parent training packages, and needs assessment surveys. Each of the sites will be described and for the rest of the report will be referred to by their site number.

SITE 1: This site is a community nursery for low income, mixed-ethnic working parents. A large percentage of the parents are single parents.*

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*All of the parents participating in this study are mothers.

The director of the nursery had participated in PRIMO's projects in previous years and had established rapport with the trainer from PRIMO. This site was chosen as the place for the Pilot Study.

Recruitment of The Parents: The director asked the parents if they might be interested in a parent training package. The parents were paid (by SEDL), although the director and most of the parents assured the interviewers that the primary motive for coming was an interest in the package. Paying the parents did not appear to affect subsequent impact on the parents' attitudes and behaviors; eleven parents started the sessions and seven completed it, three Anglo parents and four Chicanas. (See Table 1 p. 153.)

Recruitment of The Leader: The leader stated that she was "interested in getting to know the parents better" and so she volunteered to teach the sessions. She was the lead teacher of the one year olds in the nursery and she had already established rapport with some of the parents.

Role of the Interviewers: Because this was a pilot study, there were up to five interviewers who participated in the sessions, although the number at any given session ranged from two to five.

SITE 2: This site was a group of workers with the CETA Program. They spent half a day in the child development classes and half a day in the after school day care program in the elementary schools. The director of the after school day care program and Project PRIMO had a formal agreement for training and technical services to set up a site for the Impact Study (subsequently, Site 3), but because it had not been arranged, the director went to the teacher of the child development class and asked her if she wanted to incorporate the parent training package into the child development class being taught to the CETA workers at the local community college. The instructor agreed and a meeting was set up between the instructor, the director of the after school program and the research associate, Dr. Sutherland, along with the CETA workers and the interviewers. The CETA workers expressed an interest in taking the training package. Initially, the plan was to have the MMTP at the school at night, but because of the work schedule, it was decided by the parents and instructor to incorporate it into the morning class.

Recruitment of The Parents: The parents were CETA workers in training in child development. Most of them had not taken any other courses in child development, but the level of education was the highest for any of the sites. There were 18 participants in the class, but only 14 were parents. A total of 13 of the parents completed the course. The attendance rate was unusually high because the CETA program required attendance. Many of the parents knew each other, two were sisters, and two were living together.

Recruitment of The Leader: The leader, the instructor of the course, volunteered to teach the package, "Ways to Discipline Children." Initially, she was interested in the class, but she was nervous teaching the workers and viewed her class as a "management problem."

Role of The Interviewers: The three interviewers had difficulty establishing rapport with the parents, partly because of the confusion about the interviewers being associated with the "leader" role, and partly because of the relationship of the parents to the instructor. This site was atypical in that there was indifference, and at some point, conflict between the parents and the instructor. A group of the Black parents presented a united front against the instructor, which made the instructor nervous. There was an indifference to the interviewers and, in general the interviewers were passive and viewed as "outsiders." (See Appendix M for a further discussion of the group dynamics.)

SITE 3: This site was an after school day care program in an elementary school in a Chicano and Black neighborhood. The director of the after school program was responsible for parent education activities and she selected the school because it had the most active parent participation in the monthly meetings.

Recruitment of The Parents: The parent training package was announced at the monthly meetings and over a period of two months a number of parents signed up for the MMTP. The parents were primarily from two elementary schools nearby. Initially, 11 parents began the program (16 were interviewed) and 7 completed the program.

Recruitment of The Leader: The leader was the director of the after school day care program and the co-leader was a Chicana working on her MA in social work. Her role as co-leader was almost totally passive. The leader had also recruited the day care manager for that school who knew all the parents. Several pairs of parents knew each other, so at this site, there was some familiarity among the parents.

Role of The Interviewers: Three interviewers participated in the sessions, and the leader made a special point of encouraging active participation on the part of the interviewers. This session contrasted with Site 2; the interviewers were well accepted by the leaders and parents, and their role was comfortable.

SITE 4: This site was a community nursery in a low income, primarily Anglo neighborhood, with working parents. Eighty-five percent of the families were single parent families. It served approximately 30 parents and 40 children. According to the director of the nursery, the parents are a "tight group," and there is active participation in the monthly meetings with pot luck suppers and speakers. The director of the nursery was contacted by the director at Site 1, and she expressed an interest in giving the MMTP. For a parent to be eligible to put her child in the day care center, she has to be working and make $731 or less a month.

Recruitment of Parents: The parents were asked by the director if they wanted to participate in the parent training package and they were told they would be interviewed. Initially, 13 parents were interviewed who expressed interest in coming. Ten parents attended and 6 completed the sessions. Two of the parents were sisters and several of the parents knew each other through the meetings. All of the parents had a good relationship with the leader.

Recruitment of The Leader: The leader was the director of the day care center, a mid-2-'s single, Anglo woman. She had worked with small groups before and had worked with the mentally disturbed. She said that she enjoyed working with these parents and had held the job for three years. Her relationship with the parents was relaxed and mutually respectful.

Role of The Interviewers: Two interviewers participated in the sessions, with the encouragement of the leader. They were accepted by the parents, and their role was comfortable and were viewed more as insiders than outsiders.

Discussion

All the leaders were Anglo women in their mid-twenties. All but one were single with no children, and they had had extensive training in child development. The difference in ethnicity between leaders and participants, and the lack of experience in having a child were not factors in effectiveness as a leader.

The motivation for coming expressed by the parents was usually an interest in learning more about discipline and less often, a particular discipline problem with their child that eventually comes out during the sessions. The parents who were recruited did not have serious problems with their children. Discussion centered around concerns such as bedtime, fear of the dark, and not minding. Interestingly enough, many of the problems that emerged during the sessions were problems of the parent with herself--dissatisfaction with yelling, screaming, threatening or spanking too much.

The leaders exhibited varying degrees of preparedness. With the exception of Site 2, the relationship between the leader and the participants was (1) informal, (2) rapport was easily established, (3) the leaders exhibited small group skills in drawing out parents and (4) participation was uniformly high. Few of the parents were reluctant to talk. The leader at the first site had difficulty drawing out one of the shy parents and the leaders at the last two sites had 100% participation. The leader at the second site was in a more difficult position. It was the first time she had taught and she had been "warned" by her colleagues that the CETA workers were a "hard" group to teach. She was determined to "teach" them, but was simultaneously nervous and fearful. Her site was the only one where there was a "classroom" atmosphere. At the other sites, the parents and leaders and interviewers sat together in a circle. At Site 2, the leader stood at the front in front of the chalkboard and "talked to" the parents who were in a circle, along with the interviewers. The leader at Site 2 tended to exclude the interviewers from the games and other handouts, and when she would arrive in the morning she would acknowledge the interviewers, but not the "students."

This distinction in leadership style is a contrast between what we call a "pedagogical leadership style" (Site 2) and a "personal problem-solving style (Sites 1, 3 and 4). We have included Site 2 in the sample because the leadership style illuminated important facets of the implementation process.

At the pilot site (Site 1) there was deliberate experimentation with the degree of "passivity" and "activeness" of the interviewers. The interviewers, after the Pilot Study, began to take a more active role in the parent training sessions, and it appears that this role made the parents, leaders, and the interviewers the most comfortable. At Site 2, the circumstances were unusual; the interviewers were forced in a position of being identified with the leader, both by the parents and the leader and no choice in role taking was possible. At Sites 3 and 4, the interviewers were more relaxed and a comfortable role was established. The interviewers were introduced, along with the other parents, and the leader encouraged participation of personal problem solving with both the parents and the interviewers.

A decision was made to include the parents in the pilot study along with the other three sites for the following reasons:

1. The motivation for coming, the attendance rate, and the relationship between parents and leader and among the parents was typical of the other sites.
2. The type of data gathered during the pilot study was comparable to the type of data gathered at the other three sites.

The Participants

The participants in the parent training workshop included a total of

TABLE 1: CHARACTERISTICS OF PARTICIPANTS BY SITE

	SITE 1	SITE 2	SITE 3	SITE 4	TOTAL
TOTAL NUMBER	7	12	6	6	31
ETHNICITY					
Anglo	3	1	0	6	10
Black	0	7	2	0	9
Chicana	4	4	4	0	12
EDUCATION					
Below 12th	3	1	2	3	9
12 or GED	2	3	0	1	6
Above 12	2	8	4	2	16
INCOME					
-3,000	4	1	0	2	7
3,000-5,000	3	3	0	1	7
5,000-7,000	0	7	3	1	11
7,000-9,000	0	1	2	1	1
10,000 +	0	0	0	1	1
N.A.	0	0	1	0	1
HOUSEHOLD COMPOSITION					
Single Parent	4	5	1	0	10
Nuclear	3	2	5	2	12
Male/Female Friend	0	2	0	0	2
Extended Family	0	3	0	1	4
Separated	0	0	0	3	3
NUMBER OF CHILDREN					
1	0	4	0	2	6
2	4	5	4	2	15
3	2	1	1	2	6
4 or more	1	2	1	0	4
AGES OF CHILDREN					
1 year or less	2	3	2	2	9
2-4 years	8	3	2	4	17
5-6 years	6	5	4	5	20
8 years	0	6	4	1	11
9 and over	3	9	3	0	15
TOTAL	19	26	15	12	72
Average Number of Children	2.71	2.16	2.5	2.0	2.32
OCCUPATION					
Managerial	0	0	1	0	
Service (maid, waitress, cook)	2 (1PT)*	0	0	1 (PT)	
Clerical/Secretarial	1 (PT)	0	4	2	
Operatives	0	0	0	1	
Crafts	2	0	0	1	
Student	2 (PT)	0	1	1 (PT)	
AFDC	0	0	0	1	
CETA	0	12	0	0	
TOTAL	7	12	6	6	

*PT=part time

31 parents, all female (See Table 1). All the parents were low income, and all but one of the parents are working parents. Twenty-one of the 31 parents were teenagers when they began having children. Twelve of the 31 parents are married. The rest are in various kinds of household arrangements. Thirteen live alone and six live either with family or friends. All but four of the parents are between 20 and 30 years old. One was under 20 and three were between 30 and 40 years old.

H. Attrition Rates

A total of 51 parents were interviewed. Of these, only 31 completed at least two or more sessions and had pre and post interviews. That left 20 parents (or approximately 40%) who dropped out of the workshop. The attrition rate is high but not unusual for these types of workshops. A comparison was made to workshop attendance in Mercedes Independent School District where the drop-out rate (attending only one of the four sessions) ranged from 33% to 68% with an average of 55%.

TABLE 2: ATTRITION RATES FOR THE MMTP WORKSHOP
(Participants* Attending One Session or Less)

		Number of Sessions Attended								
Site	None (Pre-Interviewed)	One	Subtotal		Two	Three	Four	** Subtotal		Percent Attending 2 or More
One	1	2	3	25.0%	2	2	4	9	12	75.0%
Two	1	0	1	8.0%	1	6	6	13	14	92.0%
Three	5	4	9	57.0%	4	1	2	7	16	43.0%
Four	3	4	7	54.0%	2	2	2	6	13	46.0%

*This includes parents who were interviewed and indicated intention to come.

**Of the ones who attended, one was eliminated because there was no pre-interview (Site 1), and three were eliminated because there was no post-interview (Site 1, Site 2, Site 3), which left a total sample size of 31. The interviewed sample includes parents who attended at least two sessions.

What were the reasons for the attrition of the participants? All of the participants who dropped out were contacted to find out the reason for the drop-out. The reasons varied so greatly that there was no particular pattern. Reasons given were:

- Car troubles (2); ex-husband "accidently" almost cut her finger off; separated on the day of the session; got sick with flu; children had too many activities; there was a mix-up on time.

Of the seven men interviewed, five attended one session and two didn't attend at all, so no men were included in the sample. Six of the seven men were spouses of the women who attended. The reasons for dropping out related to feeling "uncomfortable" with women only, and feeling that the workshop was primarily for "mothers," despite the fact that the workshop was about the one area of parenting (discipline) where it is acceptable for fathers to participate. Part of the uncomfortable ness is probably related to the fact that the workshop relies heavily on recounting parental experiences and the men, none of whom were primary caretakers, might have felt some discomfort.

All of the leaders expressed a desire to have the men participate and a disappointment that they did not continue the workshop. At all the sites, the men were encouraged to participate in the discussion and there was no evidence of an exclusion of the fathers by the participants. That all the men dropped out after the first session suggests a strong underlying view on their part that they didn't "belong" in the workshop, that parenting and learning new skills in parenting is the mother's responsibility. If parent education programs are to reach fathers, the high attrition rate suggests that a special effort must be made to recruit and maintain the participation of the fathers beyond the sympathetic view of the leaders and participants.

The study provides data that illustrate that there is not only a problem with recruitment and maintaining participation of fathers in parent education workshops, but there is also a problem in workshops increasing rather than decreasing the parenting responsibilities of the mother (see page 225).

II. LITERATURE REVIEW

There have been a number of studies which have attempted to evaluate parent training workshops or materials. Typically, the studies use Likert-type attitudinal scales and, occasionally, use observation. A number of the studies have focused on the implementation process. Kowalewski (1976) compared two behavior modification training packages with two Parent Effectiveness Training (PET) training packages for their "ability to effect change" in parent-child problem resolution, parental understanding of causation, parental attitude of understanding, acceptance, confidence and trust. He found no significant differences using the two conceptual and implementation approaches. Pearlstein (1976) compared three formats of parent education: (1) reading only (2) reading with six discussion groups and (3) reading with six skills training workshops, along with (4) a control group. The conceptual framework was that of Haim Ginott and the workshops lasted six weeks. A pretest and post-test was given along with one three months later to 82 middle-class mothers. He found that the format using the training workshops showed greater gains in parental attitudes than the other two formats.

> These findings suggest that the method of education used with parents does have an effect on the degree of gain in child rearing attitudes and behavior (Pearlstein, 1976).

Forehand and King's (1977) study supports Pearlstein's conclusions that the more elaborate the training, the greater the impact on attitudes and behavior.

They did a study of 10 children who had non-compliance problems and 10 children in a control group whose parents didn't report any behavioral problems. The mothers were trained in behavior modification techniques for nine sessions. They found significant results in improving parental attitudes and in the child's behavior after three months. The study was done in a clinical setting with 20 minutes of observation of four different tasks.

The Impact Study will discuss some of the variables involved in the implementation process which influence impact.

There have been a number of studies which have tested the importance of the content of the packages. As we mentioned earlier, Kowalewski (1976) did not find significant differences in content. McKay (1976) evaluated the Systematic Training for Effective Parenting (STEP) package with 10 mothers from a middle to upper middle socio-economic area and 10 mothers in a control group. He found that the mothers who participated in the STEP workshop perceived their "target child's behavior as significantly more positive" than the mothers in the control group. He also tested for any difference in the "number of facilitating statements in mother-child interaction" but found no significant difference. All these studies that have been mentioned used attitudinal scales and behavioral tests and generally had a control group. The Impact Study had no control group and used self-report as measurement. The range of effects that are described in this study are much broader than the range of effects generally picked up in the attitudinal scales.

Croake and Glover (1977), in a review article of parent education evaluation studies, report that various studies since 1963, utilizing control groups and testing parent education content, found training parents as behavior therapists had produced positive changes (Berkowitz and Graziano, 1972) and parent effectiveness training (PET) groups and groups using Adlerian/ Dreikurs methods (Freeman, 1975) had produced mothers who "held significantly less controlling and authoritarian attitudes than control mothers" (Croake and Glover, 1977:155). The latter two methods are characteristic of what Croake and Glover saw as a trend towards advocating more democratic methods of child rearing. Stevens (1978) also reports that in one study (Andrews, et al, 1975) participating parents were reported to be more autonomy-granting than the comparison group. The Adlerian/Dreikurs approach is the one used in the MMTP Impact Study, and our analysis supported the conclusions found by Freeman (1975) and Andrews, et al (1975)--that the parents were less controlling after attending the sessions (see page 214).

A study which comes closest to the conceptualization and conclusions reached in this study was one done by Jeananne Mitchell and Donald McManis on the effects of Parent Effectiveness Training (PET) on authoritarian attitudes. They did a comparison of parents and non-parents who took a PET course, a group who only read the book, and a control group who did neither. They were trying to find out (1) the differences the format made and (2) the difference personal experience (parental) made on tests of authoritarian attitudes. They found that the PET course had effects on both the parents and non-parents and that reading the book alone had an effect (less authoritarian attitudes) only on the parents.

They concluded that:

> these findings suggest that the attitude changes produced by PET are greatly facilitated by relevant background experiences and that lack of such experience greatly reduces such effects. For persons who have such relevant personal experiences, simply encountering the concepts of PET through careful reading can produce effects that approximate those for non-parents receiving PET (1977:218).

This study describes in detail the relevant background experiences of parents (e.g., parenting model, age of children at time of session, childhood experiences, fit between parenting model and discipline techniques) that contributed to the impact of this parent education workshop.

In summary, most studies of parent education workshops have investigated aspects of the implementation process (format, length of time of study) or the content of the package in determining effects on parents through the use of attitudinal scales and control groups. The Impact Study differs from most of these in its measures of impact, in the lack of a control group, and in the more detailed discussion of prior experiences of participants that are relevant to impact.

III. RESEARCH PROCEDURE

A. Research Assumptions

The method we chose to use was based on the questions we wanted answered. The use of qualitative research models evolved out of results from field testing of the packages. The analysis of pen and pencil tests of knowledge retention was not picking up the range of effects that interviews with leaders were reporting (Williams, July 1978, Early Childhood, 1976:175). Furthermore, an analysis of the implementation process suggested that the leaders' innovativeness, knowledge and small group skills could influence the degree of impact (Early Childhood Program, 1977:112-114). The decision to investigate both intended and unintended range of effects grew out of these considerations. Observations of the leadership skills and social interaction during the sessions became an important component of the research methods as did the use of an open-ended interview format with the possibility of probing in order to investigate the range of effects. A decision was made to rely more heavily on self-reported changes than to rely on home or controlled observations due to the limitations on the budget and the need to include cognitive levels of data.

Qualitative research methods differ from quantitative research methods in a number of assumptions which it might be useful to point out. First, there is the view that what constitutes social reality may vary depending on the referent. As Ray Rist has pointed out:

> Educational research reflects the view that what exists, exists in some degree and can thus be measured in numerical categories. The corollary to this is the view that if something cannot be measured, it does not exist, except perhaps in the imagination of the individual...these "social facts" are ameable to being collected, tabulated, analyzed and interpreted. Social reality is a collection of "things" outside and independent of the experience of any particular individual (Rist, 1979:17-18).

Qualitative research, on the other hand, challenges these presuppositions about social facts:

> Whereas the latter may assume that the study of observable deeds and expressed words is adequate to produce knowledge about man and his natural world, qualitative methodologies assume there is value to an analysis of both the inner experience and outer behavior of a subject as viewed by both the researcher and the participants...Weber's concept of Verstehen has served as one of the cornerstones to this approach, an approach emphasizing the understanding of human behavior from the actor's own frame of reference. Of concern is always the question of how the world is experienced (Rist, 1979:19).

It is what one of the interviewers called the "anthropological experience of otherness."

> As Rousseau, Levi-Strauss and others have insisted, anthropology (though by no means only anthropology) gives us a view of otherness--a vantage point that gives, upon a conceptual return to ourselves, a changed vision (Morris, 1979:1).

The method that logically follows is one of finding out what people want to talk about, asking questions carefully without imposing categories, and establishing an empathetic view through participation. The cross-cultural perspective assumes that in order to understand a person or a culture, you have to understand what it is like to be like them and live like them.

A second assumption is grounded in a view of the dynamics of identity. Fredrick Barth, in his analysis of ethnic boundaries, found that it is important to understand ethnic groups not only in terms of what they perceived themselves to be, but also how they don't perceive themselves (1967). What is not defines the boundaries of what is. Methodologically, one looks for what is missing in definitions of identity in order to understand what is focused upon. The Impact Study views that it is equally important to understand what wasn't learned during the sessions as much as what was learned, and to understand what learning took place *before* entering the sessions as much as what learning took place *during* the sessions. Thus, one focus of the study was on "prior experiences" which included, but was not exclusively, parenting beliefs, and prior parenting experiences.

A third assumption is grounded in the holistic view of the socialization process. The research was about *socialization of adults* in a semi-formal educational setting (the MMTPs) whose subject matter is the *socialization of children*. The study had to wed the two components of socialization into a single component.

Socialization, in this study, was viewed from a broader anthropological perspective as a teaching and learning process. The parents were learning (being socialized) in the parent education course. The parent was *learning* about *teaching* children through specified discipline techniques, and the child was *learning* to be socialized. The question naturally arose, how does the parent view the teaching and learning (socialization) process and will understanding the parent's view of socialization help us to understand the adult learning process (impact)? Out of this question developed the concept of the parenting model. The parenting model allows one, methodologically, to find out about the parent's view of the socialization process and to develop a foundation for understanding any changes they might experience as a result of going to the parent education workshop. The holistic approach is founded in the anthropological perspective. Actions are grounded in the belief systems and one cannot be understood without the other.

To summarize, the anthropological perspective taken in the evaluation of the parent training package gave direction to the methodology and the analysis of the data. The study relied more on self-report than on home observation to determine the parent's views; the study relied more on an open-ended format than questionnaires or pen and pencil tests of knowledge retention to get at unintended effects; the study relied on participation and observation at the sessions to achieve impathy and understanding of the learning process; the study had relied on case examples and other experiential data as much as quantifiable data to present the different views of "reality."

The section that follows is a more detailed description of the data collection and data analysis process.

B. Instrument Development*

The Pilot Study was conducted at a day care center. The purpose of the pilot study was to refine the instruments and methodology. These included a pre-interview schedule, an observation schedule for the MMTP sessions, a post-interview schedule, and interview schedule for the leaders, a home observation schedule, and an interview schedule using the Rashoman Technique (different perspectives of the same even) given to one parent and the leader during the post-interview.

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*A detailed description of the pilot study was presented in a previous report, "Multimedia Training Package (MMTP) Impact Study: Results from the Pilot Study," Project PRIMO, December 1, 1978, 80 pages, including copies of all the instruments used in the study. This section summarizes that report.

The major questions in the pre-interview were tested for simplicity of language, flow of questions, quality of the responses, elicitation of specific child-rearing techniques without focusing primarily on punishment or the four techniques discussed in the training package, elicitation of the parenting models, and limiting the length of the interview to approximately one hour. Special attention was paid to developing an interview schedule that would elicit ethno-linguistic categories of "discipline." The interview schedule was tested with 11 parents in the pilot study and 6 parents during the revision process and 2 parents in the final revision. It was found that the demographic data elicited in the Parent Information Sheet was best obtained after the interview was over and rapport had been established. A questionnaire consisting of 10 forced choice questionnaires was given at the end of the interview. Seven of the questions were taken from the General Mills Study (1977) and tested authority, sex roles, discipline techniques and self-other directedness. The purpose of the questionnaire was to test the utility of using forced choice questions and to collect data comparable to the General Mills Study which maintained that parenting philosophy correlated with discipline techniques.

C. Collection of the Data

The data were collected by a total of seven interviewers during the course of the project.* Five interviewers were used at Site 1, three at Site 2, three at Site 3, and two at Site 4. The research associate participated in interviewing at all the sites and observed all four sessions at all the sites. The procedures for data collection were as follows:

1. Training of the Interviewers

The interviewers attended between one and two preparation sessions before beginning the project. Role-playing as parent and interviewer with critical review by the other interviewers was part of the preparation. The interviewers were instructed to use neutral probles, indicate a minimum amount of agreement, and were instructed in their role as "passive participant-observers" (see Appendix B).

2. Pre-Interview

The interviewer was responsible for contacting the parent after the names had been secured by the research associate from the director of the parent education programs. The interviewer arranged a meeting with the parent, preferably in their home, and sometimes at the parent education center. After each session, the interviewer was instructed to write up the home observation notes and a summary of their major impressions in the pre-interview. The interviewer turned in the notes and the tape to the research associate. Before the beginning of the parent workshop, there was a meeting between Dr. Sutherland and the interviewers, either individually or in a group, to go over the data collected and to make arrangements for their role during the workshop.

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*The following persons, whose participation we gratefully acknowledge, assisted in the collection and analysis of the data: Sheree Scarbrough, Pam Lynn, and Marianna Adler interviewed at Site 1; Carmen Morales interviewed at Site 3; Virginia Villalobos interviewed at Sites 1 and 2. Jane Morris interviewed at Sites 1, 2 and 3; Carey Blake, intern at St. Edward's, assisted in the analysis of the data; Patricia Harrington, graduate work study student at University of Texas School of Social Work, interviewed at Site 4 and assisted in the analysis of the data.

3. MMTP Session

After the Pilot Study, each session had at least two interviewers and occasionally three interviewers present. The interviewers were instructed in one of two main functions during the workshop: (1) one person made an abbreviated "script" or flow of the conversation to use with the transcribed tape and (2) one person noted non-verbal cues, body language, eye contact, mood and other social dynamics that would not be picked up on the tape. Interviewers obtained information, such as the flow of the conversation, verbal and non-verbal social dynamics, the role of the leader, seating arrangements, physical description of the parent, allocation of time during the session, notable statements or out-of-character statements, interactions among parents, and analytical observations during the session.

The following controls were used to obtain objective information during the workshops: interviewers were instructed not to give suggestions to the leader, not to interject comments related to personal opinion, ask neutral questions, use the tape recorder to obtain accuracy of language and content, and have both interviewers observe some of the same categories of behavior.

The role as passive participant-observers, where the interviewers participated as parents or non-parents but tried to remain "neutral" in their participation, worked well. It was found that the leaders could facilitate a comfortable relationship between the interviewers and parents if they made a point of including the interviewers in the group discussion. At Site 2, the interviewers were inadvertently "set apart" from the parents by the leader when she excluded them from the games. At Site 4, the leader, in the beginning, passed out pencils and paper for parents to take notes, and, serendiptiously, it made the note-taking of the interviewers less conspicuous.

As the interviewers became more comfortable in their roles, they took a more active role and related some of their personal experiences. This seemed to enhance the comfortableness among interviewer, parent and leader. On several occasions, the interviewers were called upon to perform what might be called "maintenance" activities that normally are part of the leader's functions. Bringing the film projector, running it, and reminding the parents were some of the activities the interviewers performed.

4. Post-Interview

The post-interview generally took place in the parent's home between three and four weeks after the end of the last session of the training workshop. It was found that the best method for assuring the presence of a parent was to call the parent the day before and fifteen minutes before the interview. The interviews were taped and although the interviewers did not request that the children not be present, a number of the parents would ask the children to leave the room while the interview was being conducted. It was found that the Anglo parents especially did not want the children to be present and that the Chicana parents were the most comfortable interviewing in the presence of their children.

The interviewer then wrote up the home observation notes, filled out a post-interview summary sheet and turned in the tapes. At this point there was a debriefing session with the research associate.

D. Analysis of The Data

1. First Phase of the Analysis of the Data

The nature of ethnographic research requires that analysis of the data occur concomitatntly with the collection of the data in order to fit feedback results of probes and open-ended questions into the next interviews (Glaser and Strauss, 1965; Wilson, 1977; Fienberg, 1977). A focus of the first phase data analysis was to obtain further information on the parenting models, on probe questions which worked best, discipline techniques that had not been previously anticipated, and the unanticipated changes that the parents were experiencing. This phase of the data analysis involved the research associate and Carey Blake, an intern in Psychology from St. Edward's University.* (See Table 3, Process of Data Collection and Data Analysis: Impact Study.)

During this phase of the analysis of the data, the following steps were taken:

1. A summary sheet which had been filled out by the interviewer was filled out independently by the intern

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*Procedures for data analysis has been reported in detail in, "Interim Report: Project PRIMO," August 31, 1979, pp. 58-81.

TABLE 3
PROCESS OF DATA COLLECTION AND DATA ANALYSIS: IMPACT STUDY

PROTOTYPE PARENT	DATA COLLECTION	DATA ANALYSIS: PHASE I DURING DATA COLLECTION	DATA ANALYSIS: PHASE II
Pre-Interview	Interviewer collects (1) Pre-interview (2) parent information sheet (3) questionnaire	(1) Interviewer writes up field notes. (2) Summary sheet by interviewer. Tape is transcribed. (3) Summary sheet by intern. (4) Summary sheet by Sutherland. (5) Discussion between research associate and interviewer.	(1) Computer coding sheet for pre-interview questionnaire and parent information sheet by work study student. (2) Summary coding sheet filled independently by work study student. (3) Summary coding sheet by research associate. (4) Discussion of differences in interpretation with research associate and work study student.
MMTP SESSIONS	One interviewer takes "script" of parent. One interviewer notes non-verbal actions, seating arrangement, etc.	(1) Debriefing session with research associate & interviewers immediately after session. (2) Interviewers turn in field notes based on observation schedule.	Research associate analyzes tapes not transcribed.
POST INTERVIEW	Interviewer collects (1) post-interview (2) questionnaire	(1) Interviewer writes up field notes within one week. (2) Interviewer turns in summary sheet. (3) Tape is transcribed. (4) Intern underlines transcribed tape and fills out summary sheet. (5) Research associate underlines transcribed tape and fills out summary sheet. (6) Discussion of tape between research associate and interviewer.	(1) Computer coding sheet prepared for transcribed interview and questionnaire by work study student. (2) Summary coding sheet prepared by work study student. (3) Summary coding sheet prepared by research associate. (4) Discussion of differences interpretation and revisions between research associate and work study student.

and independently by the research associate, based on the now transcribed transcripts.

2. A post-interview summary sheet was filled out independently by the intern and the research associate. The interviewers were able to fill out summary sheets for all the pre-interviews, but due to time constraints and limited funds, they were not able to fill out the post-interview summary sheets.
3. The transcribed pre and post-interviews were underlined and marginal comments were made by the intern or the interviewer and the research associate.
4. A folder was kept on each parent and these were discussed both with the interviewer and the research associate, so that at least three independent views of the parenting model and changes in discipline techniques had been recorded before the second phase of analysis.

It should be remembered that the first phase of analysis was going on at the same tiem as the data collection (Spring 1979) and so summary sheets were being revised as new data came in. Each summary sheet asked for more and more summarized data as the parenting models were refined. The purpose of the first phase of the data analysis was not to code the data for the computer, but to elicit analytical responses from the interviewers about the major variables in the study.

2. Second Phase of Data Analysis

During the second phase of the data analysis, coding categories were developed for the computer. The coding categories were utilized primarily as a means of systematic data retrieval and much of the data were not put on the computer. In the second phase, the following steps were taken:

1. A pre-interview computer coding sheet was prepared for each parent (see Interim Report, August 31, 1979 for a sample). This included the page number of the transcript.
2. At the same time, a summary coding sheet was prepared for each parent independently by the work study student and the research associate.
3. The research associate reviewed the coding sheets with the work study student for any differences.

In the final phase of the analysis of the data, the computer coding sheet and summary coding sheet evolved in to the coding categories developed for this study (Appendix A). These coding categories which were representative of the units of analysis (narrative phrases and paragraphs) were used to categorize impact. These categories were an outgrowth of a similar coding system developed by McGillicuddy, et al (1978).

Ultimately, each folder for each parent contained the following data: (1) a transcribed and underlined pre-interview, (2) a transcribed and underlined post-interview, (3) several independently retrieved summary sheets (pre and post) from the first phase of data analysis, (4) several independently retrieved summary sheets (pre and post) from the second phase of analysis, (5) coding sheets for both the pre and the post interview from the second pahse of analysis, (6) the parent information sheet, and (7) the questionnaires from the pre and post interviewer.

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In summary, the primary analytical tools have been (1) data analysis during data collection and (2) independent verification of the data during the data collection phase and during both phases of data analysis. The use of independently verified summary sheets allowed for refinement of the core variables during the project. Verification of the core variables through the use of the summary sheets were accomplished by the interviewer, a research assistant, and Dr. Sutherland. The development of these procedures for analysis have suited the qualitative data collected because (1) it established continuous feedback of new information, (2) the summary sheets provide a systematic format for the interviewers to analyze their data shortly after it had been collected, and (3) it provided a documentation process for the refinement of the variables.

IV. THE PARENTING MODELS AND IMPACT

A. Introduction

The parent training package focuses on techniques to discipline the child; that is how to behave with the child. When a parent uses a discipline technique, the use is based on a number of factors. The use of a particular technique at that moment may be based on the situation and immediate context (the child's mood, the parent's mood, public or private location, etc.); it might be based on a particular attitude ("children should not interrupt their parents when they are talking to someone else"), and it might be based on their model of the child's development. Whatever the specific causes, the behavior does not occur in isolation.

Because the parent training package focuses on general techniques for disciplining children, it was reasoned that if the parent's general beliefs about child rearing could be ascertained in addition to their discipline techniques before they entered the parent training program, we would be able to better understand the belief context within which the workshop was taking place and presumably impact would occur. Focusing only on child rearing discipline techniques would tell us what techniques change, but it would not tell why they changed or allow us to look into other kinds of changes, both anticipated and unanticipated, that might have nothing to do with the specific content of the parent training package.

The belief context within which the discipline techniques could be evaluated was called the parenting model. The Pilot Study initially conceptualized the parenting model as containing not only cognitive processes about child rearing and child development, but also the specific techniques used.

The study conceptualized the parenting model much like a teaching model (Weil and Joyce, 1978:2). A parenting model would be a pattern of values or value orientation designed to serve as a guideline for behavior related to being a parent and raising a child. The parenting model

> would include a rationale (why the parent believes what she/he believes), a theory that justified it (philosophical views about how children learn), what it is good for and why (what the parent can and can't do for the child); it specifies ways of teaching and learning that are intended to achieve certain goals (how the parent teaches and disciplines the child). Impact Study (1978:37).

The initial definition was an attempt to illustrate the interrelatedness of beliefs with behavior. However, for the purposes of the final report, the distinction is made between the parenting model as a set of beliefs and discipline techniques as sets of behavior. For the purpose of this report, the parenting model is a set of coherent and interrelated beliefs about the nature of children which includes a rationale explaining why parents believe what they do, specific ways of teaching and learning, parental limitations and how they view their role as a parent in the teaching/learning process. The assumption underlying the parenting models is that beliefs systems and beliefs about parenting in particular are more fundamental mediators (and potential predictors) of behavior than specific attitudes. The analysis of the data will show the relationship.

McGillicuddy-Delisi, Sigel and Johnson (1979) are conducting research with a similar conceptual approach to the Impact Study. Their investigation focuses on the influence of parental belief systems on child rearing practices and the child's cognitive development. Their view is that beliefs are different from attitudes and attribution systems, and that belief systems are greater predictors of child rearing practices than are attitudes, that is, "that beliefs are a more fundamental construct of a mediator between inner states and behavior."

> We maintain that both the parental behavior and the attitudes are directly related to the broader cognitive belief system about child development, but that the parent's behavior is better understood through knowledge of the beliefs than knowledge of the attitude (McGillicuddy-Delisi, et al, 1979).

For McGillicuddy-Delisi, et al, (1979), a belief system is "an organization of constructs of the social and physical and interpersonal environment." A belief system differs from attitudes and attribution systems. It "is not an attitude since it is not limited to a single object nor is it defined as a predisposition to act." Because their investigation is centered around parental beliefs about child rearing, their belief system is quite similar in conceptualization to the "parenting model" used in the Impact Study.

> We have found in our investigations that the (belief) constructs referred to by parents fall into patterns

> that resemble theoretical positions espoused by various educators and psychologists addressing processes of development. Although parents do not present such views in the psychological jargon of the literature, some parents have espoused views that form a maturational model, others resemble a Skinnerian approach, some propose an input-output information processing model, others a constructivist position, or a Freudian framework, etc. (McGillicuddy-Delisi, et al, 1979).

The Impact Study proposes that the parenting model, as a set of beliefs about child rearing, is a fundamental mediator for understanding discipline techniques, similar to their proposal that beliefs are a mediator between inner states and behaviors.

The Impact Study raises some questions that McGillicuddy-Delisi, et al's work has not raised but which are logically related. If belief systems and parenting models mediate behavior, and specifically child rearing techniques, then are certain parenting models correlated with certain kinds of impact?

Another way of asking the question is "are certain parenting models receptive to certain kinds of change agents?" McGillicuddy-Delisi, et al (1979) point out that

> parental beliefs about the cognitive growth of the child cannot be construed in isolation; rather, beliefs are constructed by the parent and are in part dependent on information obtained from interactions with each child in the family unit and are influenced by cultural, subcultural and education factors (from Sigel and Cocking, 1977).

If the belief system/parenting model is modified and influenced by the environment, then it follows that a change in the environment (such as attending a parent training workshop) would influence different parenting models in different ways.

Socialization Models in The Literature

Jonas Langer (1969) discusses psychological theories of development. He uses three "models of man." He notes that "the type of change and of systems attributed to humans typically hinges upon whether man is conceived of as active or passive(1979:4). The passive view is called the "mechanical mirror theory." Man grows to be what he is made to be by his environment. External forces impinge upon the child's sensorium and leave elementary impressions. Thus, John Locke maintained that the mind is an empty slate before sensory impressions mark it. The focus is on behavioral reactions, rather than impressions, that the child can be observed to make in response to environmental stimulation. The search is for "(a) the efficient cause of or antecedent conditions that lead to the child's behavior and (b) the secondary determinants, for example, rewards and punishment, that reinforce and shape his response" (Langer, 1979).

The active view is the "organic lamp theory." Man is an active agent and his development is a self-constructive process. As Descartes said, "I think, therefore I am." The active view states that man develops to be what he makes himself by his own actions. There is an inherent potential, a constructivist power with assimilatory function that insures that the organism "shapes as it develops itself from within." Contemporary organic lamp theory is concerned with the process that underlies psychological acts and how these acts generate development through a determined sequence of stages. The formal task for developmental psychology (Jean Piaget) is to determine the configuration of psychological activity that constitutes an organized stage of the child's life. This focus on autogenetic processes means that the explanation of change is not conceived as primarily the determination of efficient causality (Langer, 1979:8).

Eugene Mead (1976) has written a book on Six Approaches to Child Rearing with the purpose of looking at assumptions about the nature of man and relating it to child rearing practices. It is an excellent summary and this study has relied heavily on Mead's typology as a starting point in developing the parenting models. The descriptions of the parenting models follow closely Mead's descriptions when they are applicable so they will not be repeated here. Mead's analysis is based on descriptions of the nature of man, nature of children, relationship of the individual to the group, parental actions, and criticisms of the theory. As Mead points out

> All of us have some pricniples that guide our actions when we deal with children. Taken together, these principles are an informal theory of child guidance (1976:7).

It is these informal theories of child guidance that we have termed, "parenting models."

The Parenting Models

The parenting models are based on three major variables: the degree of the parent's control of the parent-child relationship; the degree to which the child learns or develops on his own; and the degree of control the parent exerts over the environment. Parenting Models ask the following questions: (See Coding Categories, Appendix A).

1. To what degree does the parent recognize/accept her/his authority?
   - + Control: The parent's authority is and should be upheld and the parent plays an active role in directing learning.
   - - Control: The parent's authority is not emphasized and the parent plays an indirect role in learning.

TABLE 4
A COMPARISON OF THE PARENTING MODELS AND CHILD REARING MODELS IN THE LITERATURE

	PARENTING MODELS	CONTROL	OTHER	ENVIRONMENT	EUGENE MEAD*	JONAS LANGER+	PARENTS MAGAZINE++
NON AUTHORITARIAN	A. Maslow Existential/ Phenomenological Model	-	-	-	Same	Organic Lamp	Rousseau
NON AUTHORITARIAN	B. Gesell Developmental Maturational Model	-	-	+	Same	Organic Lamp	Rousseau
AUTHORITATIVE TRANSITIONAL	C. Obedience and Self Reliance Model	+	-	-	None	Organic Lamp	None
AUTHORITATIVE TRANSITIONAL	D. Authoritative Transitional	+	-	+	None	Organic Lamp	
AUTHORITATIVE TRADITIONAL	E. Adlerian/Socio Teleological Model	+	+	-		Mechanical Mirror	Locke
AUTHORITARIAN POSITIVE	F. Behaviorist Model	+	+	+	Same	Mechanical Mirror	Locke-Watson
AUTHORITARIAN NEGATIVE	G. Calvinist Model	+	+	+	Psychoanalytic	Mechanical Mirror	Calvin

*Eugene Mead, Six Approaches to Child Rearing, Brigham Young University press, 1976
+Jonas Langer, Theories of Development, Holt, Rinehart and Winston, New York, 1969
++Parents Magazine Filmstrip Series No. 3, "Three Basic Theories," 1976

2. How does the child learn?

   + Others: The child learns with the help of others and with the presence of the parent and significant others.

   - Others: The child learns primarily through self-development, self-actualization, through trial and error and without the presence of the parent or significant others.

3. Is mediation of the environment by the parent (or a significant other) necessary for the child's socialization?

   + Environment: The environment needs to be mediated by an adult in order for learning to take place.

   - Environment: The environment does not need to be mediated or controlled by an adult for learning to take place; the child interprets the environment him/herself.

As was pointed out earlier, the parenting model emphasizes the teaching and learning aspect of the socialization process. It might appear that the three variables actually fall into two dimensions: the authority or controlling dimension (which includes the parent-child relationship and the parent-environment relationship) and the child development dimension (which includes the child-parent relationship and the child-environment relationship). The two dimensions are meant to describe the process of socialization; the triadic variables are meant to describe relationships within the process.

The parenting model represents a cognitive model: disicpline techniques represent actual behavior. The outcome is social and moral development (represented by goals, values, aspirations) not cognitive development. Graphically, we might view the relationship as such:

BELIEFS	underlie	BEHAVIOR	directed toward	PRODUCT
The PARENTING MODEL	underlies	DISCIPLINE	directed toward	SOCIAL AND MORAL DEVELOPMENT

One might ask why this study has not been interested in cognitive development of the child, so common to other studies. The answer is two-fold. First, we found that most of the parents, when asked about the outcome for their child, spoke in terms of social and moral development and not academic and/or cognitive development.* Second, it was the nature of this study that the outcome for the children was a second order effect; the primary measure of impact would be change in the participant-parents, not in the children. Furthermore, the particular workshop focused on discipline techniques for proper social/moral behavior and not academic techniques for cognitive development.

Most of the parents believe in some form of control over the child. Some parents control the child primarily through the parent-child relationship and other parents control the quality of the environment for the child. Some parents use both equally and other parents emphasize one type of control over the other. A few parents de-emphasized all kinds of control. The emphasis on the configuration of the three possible relationships (parent-child relationship, child-environment relationship, parent-environment relationship) is relative. Most of the parents try control both the environment and the parent-child relationship, but the degree to which they emphasize one part of the triad over the other is what distinguishes different kinds of parenting models. The other characteristic which distinguishes parenting models is the "quality" of the control, what kinds of techniques the parents use with their child that they derive from the general premises of the parenting model.

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*This may be an artifact of class. The parents in this sample are working class. Middle class parents tend to verbalize the child's development in cognitive terms (McGillicuddy-Delisi, personal communication, 11/15/79).

It should be noted that each parenting model represents, to one degree or another, a composite of the parents interviewed. The parenting models are derived primarily from the population interviewed and secondarily from the child rearing models in the literature. It is expected that the parenting models will be refined in the future as variables are clarified and rearranged. The parenting models were developed as a hueristic device to shed light on the prior conditioning or experience the parent might have had that would facilitate understanding the range of effects after attending the program. The relevance of the models to impact will be discussed shortly.

There are several major problems in trying to develop the variables of the parenting model, which need to be worked out in future research. The most important problem is trying to figure out the relationship between what the parent's ideal goals are and their actual behavior with the child. The discrepancy between stated desires and actual behavior was more severe in some cases, and numerous hours were spent in trying to place the parent into the proper "model." The discrepancy between ideals and actuality seemed to be most severe with parents going through a major transition in their child rearing practices. For instance, Linda C's goal was to let her children develop on their own and not exert so much control. Her actual behavior was more controlling than her goal. Sharon Ferrari's (Case Example D) position was much the same. Both women had come from homes where there was severe physical punishment and both women experienced strong reinforcement for their goals from the workshop. Ultimately we decided that the actual behavior would override the ideal goals in designating the current parenting model, although the ideal goals might be more predictive of future behavior.

Another major problem was in the variable "+/- other" (p. 176). A confusion arose between value orientation and child development theory. The value orientation was related to whether the parent taught the child to work toward group and social interests (+ others) as opposed to working toward self interest (- others). The child development variable, which ultimately was incorporated into the parenting model was related to whether the child learns on his own and without outside influence (- others) or whether the child learns only through the presence and help of the parent (+ others) (see Appendix A). The child development variable was chosen for the parenting model because it has to do with the learning style of the child and the teaching style of the parent, a more fundamental distinction than the value orientation. Eugene Mead (1976) points out that in his discussion of child rearing models, they all have in common (1) the importance of the parent as an exemplar "model" of behavior and that (2) the goal of socialization is to create individuals who have social interests in mind when behaving. Values may cross-cut the various models, but what distinguishes the models is the fundamental assumptions about and emphasis on (1) the degree of control the parent has, (2) the necessary presence of the parent in the child's growth and learning, and (3) the degree of control the parent should exercise over the environment. The seven parenting models can be placed along a continuum from non-controlling to controlling and from self-directed to other-directed in the child's development.

What follows is a discussion of the various parenting models that the parents in the program represent. Sometimes, a model closely corresponds with child rearing models prevalent in the literature. Other times, it appears that the parenting model is a variant of a popular child rearing model. David Kaplan (1972) points out that

> Models may be important hueristic devices in helping us arrive at explanation. Theories explain, models do not (166-167).

He reiterates the important distinction between the explanatory value of the model and its relationship to reality.

> The most useful feature of a model is not its precision but its hueristic possibilities...In the use of the model, there are, however, several significant cautions that ought to be borne in mind. First, a model is always an approximation. The relationship between a model and any empirical phenomenon is always partial...Secondly, the relationship between a model and any empirical phenomenon is isomorphic--it is a relationship in similarity of structure rather than identity (p. 165).

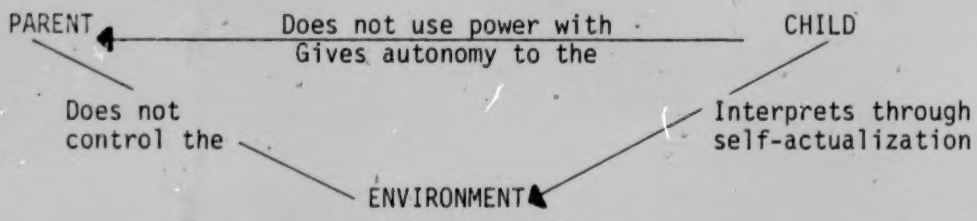
The description of each model is followed by a case example of a parent who participated in the workshop. The description of each model is hueristic and represents a composite of the parent; the case example represents an empirical case and will be similar to the model in structure but not identity. It should be noted that the parenting models represent one point in time, and so may have the appearance of being static models. In fact, many of the parents had gone through changes previously which may not be captured in the synchronic description of the parenting model. The Impact Study does not assume that parents have the same model throughout their lives or that they had the same parenting model now as when they began having children or that they may have the same one ten years later. Studies suggest that parents change their views and techniques of child rearing with each successive child. This study can only describe the parenting model as it was in the beginning and end of the workshop.

What is interesting is that child development theorists have not concerned themselves with the "native models"--the child development theories that parents hold. The contribution of this study, we believe, is in illustrating the child development models that parents hold and the degree to which they correspond with child development theories. A further contribution is in demonstrating the view that a person's prior conditioning and child rearing beliefs affects their learning patterns.

B. The Parenting Models

A. The Maslow Existential Phenomenological Model*

This model assumes little or no parental control, self-development on the part of the child, and no parental control of the environment. (-Control, -Others, -Environment)



In this model, the parent should abandon the right to use power. The child learns through non-directee experiencing. The child needs autonomy to actualize his self and out of this will naturally come a positive self-concept. The positive self-concept will then create good relations with parents and others. Value orientation tends to be towards self-exploration. Only three of the parents had this model, although this is a model very popular in child rearing literature and espoused by Thomas Gordon in his Parent Effectiveness Training (PET) Program.

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*The terms used here are based on Eugene Mead's Six Approaches to Child Rearing (1978).

This is the only model where the flow of learning is outward from the child. In all the other models, the flow of teaching is from the parent, directed towards the child or the environment or both. The emphasis in this model is close to Rousseau's idea that a child, in its natural state, has all the internal potential for self-development, for interpretation of knowledge. This parenting model comes closest to the "Organic Lamp Theory" (Langer, 1979:7) and what Langer calls the autogenetic thesis that a person develops by his/her own actions. This model does not necessarily imply a "stages of growth" assumption, although Langer suggests that it does. In this model, the parent tends to see her role as one of (1) friend or companion who provides "guidance" when asked and (2) whose views have equal validity as those of the child. As one parent put it, you don't "tell a child what to do, you ask him." Parents with this model tend not to see the world as dangerous or threatening, but rather to be explored. The world is not something to be controlled and "protection" is primarily motivated by a desire to keep the child from harm, but it is really up to the child to learn. Some of the parents with this model see the child as going through stages, others don't; however, the "stage" is not seen as a factor inhibiting or controlling the parent's behavior, but rather a recognition that it might be an explanation for the child's behavior.*

B. The Gesell Developmental-Maturational Model

This model focuses primarily on the parent controlling the environment but letting the child develop within this controlled environment. (-Control, -Other, +Environment)

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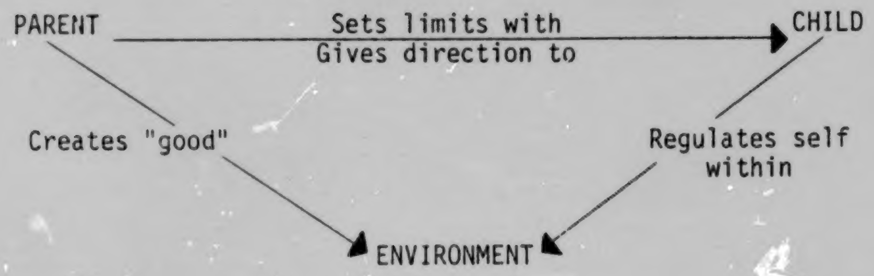
*See Case Example A, p. 259.



This model has in common with the Existential Model the view that the child tends toward self-regulation and learns through self-exploration. The parent's role is then to create the right conditions within the environment for optimal development. In this model, the parent controls the child through the control of the environment. The child is free to develop the kind of relationship with the parent that she or he desires. There is give and take in the parent-child relationship, and the parent views herself as a "guider." Parents in this model presume that the child goes through regular stages of development and there is an emphasis on understanding these stages in order to understand the child and then adjust the environmental conditions appropriately. Parents with this model tend to allow choices within the environment, tend to view themselves as "protective" and there is a slightly heavier emphasis on "providing" the right conditions for the child. There is less emphasis on what the child "should do" and more on what the parent "should" do.*

C. Obedience and Self-Reliance Model

This model is similar to the Existential Model but with an authoritative overlap. In this model the parent believes that the child should obey the parent sui generis, but that the child develops and learns on his own (+Control, -Others, -Environment). The model appears to be authoritarian; however, there is a view that "you're on your own" and a great emphasis on self-discipline and self-interpretation.

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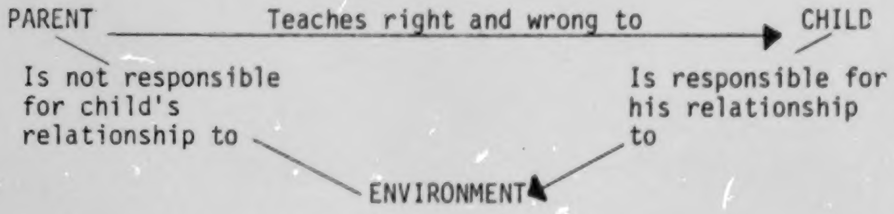
*See Case Example B, p. 263.


PARENT
Teaches right and wrong to
CHILD
Is not responsible for child's relationship to
Is responsible for his relationship to
ENVIRONMENT

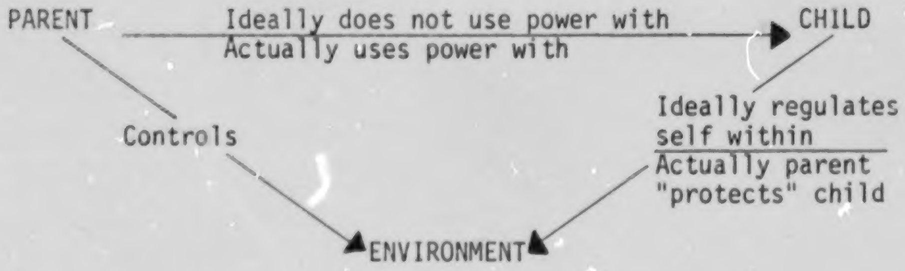
In this model, each person bears her/his own responsibility for learning. A parent should be obeyed because that is the parent's role. The parent's role is to provide for the child within the immediate environment but the parent cannot control the outside environment and can in no real sense, "protect" the child from the outside environment, since it is the child's function to figure out how to "get along." The emphasis in this model is on the parent-child relationship, and not the parent-environment relationship. The parent tends to view herself as strict, but the relationship can be conflictual or confusing because the parent desires obedience and self-reliance at the same time. The model does not emphasize a manipulative parent-child relationship.*

D. Authoritative-Transitional Model

This model focuses on the parent controlling the environment and controlling the parent's relationship with the child (+Control, -Others, +Environmental). The view is that the child can develop on his/her own, without parental interference, but the view conflicts with the parent's authority, which is held to be a given. The most salient feature of parents with this model is that they are in a state of transition to one of the previously mentioned models (A, B, or C). They question the importance of asserting their authority in the child's development and tend

*See Case Example C, Appendix B, page 267.

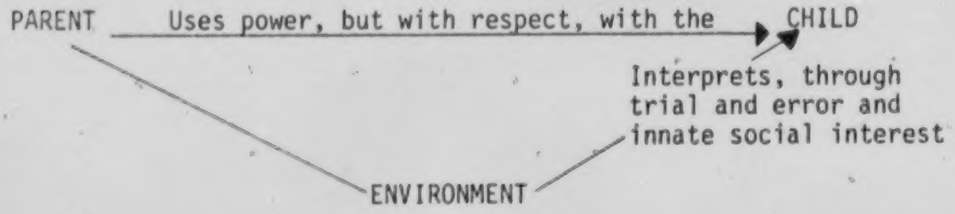
to focus on the child's own potentialities or on controlling the environment, rather than the child.


PARENT
Ideally does not use power with
Actually uses power with
CHILD
Controls
Ideally regulates self within
Actually parent "protects" child
ENVIRONMENT

The discrepancy between what the parent's child development goals are and how the parent behaves with the child are apparent to the parent and she views herself in a self-conscious state of transition. Consequently, the ideal is greatly in flux from more controlling to less controlling. All the parents in this model were abused as children (discussion on page 225) and the parents in this model would be in Parenting Model C if it weren't for the tremendous fluxuation and discrepancy between what the parent wants in their relationship with their child and their actual behavior.*

E. The Adlerian Socio-Teleological Model

This model focuses primarily on the parent-child relationship and there is very little focus on the parent's control of the environment. (+Control, +Others, -Environment)


PARENT
Uses power, but with respect, with the
CHILD
Interprets, through trial and error and innate social interest
ENVIRONMENT

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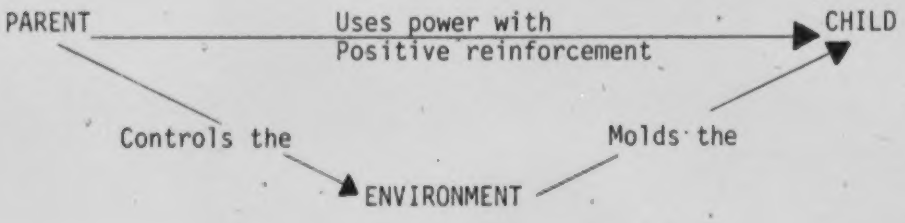
*See Case Example D, Appendix B, p. 271.

The focus in this model is on the interests of the group. The "environment," in effect, is the group interests. The child is born with a goal-setting (thus socio-teleological) desire to strive from a position of powerlessness to a position of social power; the child is also born with an innate desire to work toward group/social interests. The function of the parent is, through a close relationship with the child, to teach the child the "proper" behavior to work towards group interests. Power and authority are givens and the parent recognizes her power and authority. Her role is, however, to use it with respect, and thus demonstrate, through her own example, how to develop social interests. The parent's role is not so much to try and "protect" the child from the power of the outside world, but rather to teach the child, through an authoritative and loving relationship, how to deal with the environment himself. The parent feels that it is necessary that they be there in order for the child to learn "right from wrong," otherwise, the child would not learn.*

F: Behaviorist Model

This model is similar to the behaviorist assumptions about child development. It is assumed that power and control are inevitable, and that all experience (learning) is due to external stimuli (operant conditioning). Reinforcement is necessary for learning or change to take place.



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*See Case Example E, Appendix B, page 276.

Thus, the role of the parent is to control the external stimuli in a positive way, to provide the necessary reinforcement for the child to learn. The emphasis is on the parent-environment relationship mediating the learning of the child. This model makes the assumption that, "man grows to be what he is made to be by his environment;" it is a passive view and what Jonas Langer calls the "mechancial mirror theory" (1969: 4); a person is a reflection of the environment in a (presumably predictable) mechanistic way.

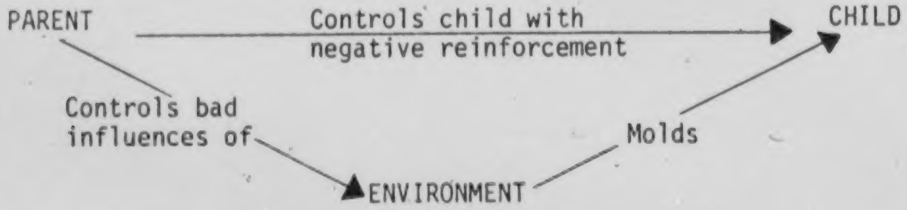
The parents with this model either consciously or sub-consciously use positive reinforcement to reward behavior, and ignore bad behavior. Predictably, they responded well to the section on "rewards" which espouses the use of behavior modification techniques. Some of the parents were more conscious of using behavior modification techniques than other parents.*

G. The Calvinistic Model

This model assumes that the child is born sinful and needs to be controlled by the parent, have the evil knocked out of him, and taught "right from wrong." (+Control, +Others, +Environment)

> In order to form the minds of (such) children, the first thing to be done is to conquer their will and bring them to an obedient temper....(Parent's Magazine, 1976).

This model was prevalent in Colonial New England, but is infrequent among the parents studied (Aries, 1962; Demause, 1975).


PARENT
Controls child with negative reinforcement
CHILD
Controls bad influences of
Molds
ENVIRONMENT

---

*See Case Example F, Appendix B, p. 279.

The role of the parent is to teach proper behavior, set a good example, and internalize the norms through punishment or instilling guilt. The child tends toward evil, the parent sees evil influences in the environment, and both of these must be equally controlled. In this model, both the parent-child relationship and the parent-environment relationship must be controlled.

The Calvinistic Model is summed up by a poem by Anne Bradstreet:

> Stained from birth with Adam's sinful fact,
> Then I began to sin as soon as act;
>
> A perverse will, a love to what's forbid,
> A serpent's sting in pleasing face lay hid;
>
> A lying tongue as soon as could speak
> and 5th Commandment do daily break. Of stubborn
> peevish, sullen, put and cry,
> That naught can please and yet I know not why.
>
> (Parent's Magazine, Parenthood in America, filmstrip
> Series No. 3, "Three Basic Theories," 1976.)

The Calvinist Model assumes that the individual is basically irrational, and thus needs reinforcement from authority. There is an internal conflict between the individual's sinful/animal desires and the needs of society. Thus, socialization requires learning through a proper authority. The Calvinist Model assumes that "inside" the individual are evils waiting for an outlet. This model is a stimulus-response model of socialization. The emphasis is not only on an external control of socialization process, but the proper external control.*

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*See Case Example G, Appendix B, p. 286.

C. Discussion

The value of conceptualizing parenting models is that it contributes to better understanding the relationship between child rearing practices and the beliefs which underlie them. In these case examples a number of variables which influence changes in discipline techniques have been described. Parenting models impose certain requirements on behavior which can enhance or inhibit learning as with Diana; the fit between what the parent wants and how the parent behaves with the child may influence impact as with Marta; and the degree of self-consciousness about this fit can affect impact, as with Sharon. Impact is related to other factors besides the parenting model such as childhood experiences, the age of the children, and the degree of conflict with one's spouse over the children. These are discussed later.

Parenting Models and Ethnicity

What is the best way to describe the parenting model, along a continuum or by a typology? If the seven models are grouped together along a coninuum which emphasizes the control variable, patterns among the three ethnic groups can be observed.

TABLE 5: PARENTING MODELS BY ETHNICITY

	ETHNIC GROUPS					
PARENTING MODELS	ANGLO PARENTS		CHICANA PARENTS		BLACK PARENTS	
	No.	%	No.	%	No.	%
A (-/-/-)*	1	10.0	1	11.1	1	11.1
B (-/-/+)	3	30.0	4	33.3	1	11.1
Subtotal	4	40.0	5	41.6	2	22.2
C (+/-/-)	1		1		3	
D (+/-/+)	3		0		0	
Subtotal	4	40.0	1	8.3	3	33.3
E (+/+/-)						
Subtotal	1	10.0	1	8.3	0	
F (+/+/+)						
Subtotal	1	10.0	2	16.6	4	44.4
G (+/+/+)						
Subtotal	0	0.0	3	25.0	0	0.0
TOTAL	10	100.0	12	100.0	9	100.0

*(-/-/-) = -Control, -Other, -Environment.

If we break down the parents* in Table 5 by each variable, the ethnic differences emerge more clearly.

BREAKDOWN OF TABLE 5 BY EACH VARIABLE

Variables in Parenting Model	Number and Percent of Parents by Ethnicity					
	Anglo Parents n = 10		Chicana Parents n = 12		Black Parents n = 9	
	No.	Percent	No.	Percent	No.	Percent
+ Control	6	60.0	7	58.4	7	77.7
- Control	4	40.0	5	41.6	2	22.2
- Other	8	80.0	6	50.0	5	55.5
+ Other	2	20.0	6	50.0	4	44.4
+ Environment	7	70.0	9	75.0	5	55.5
- Environment	3	30.0	3	25.0	4	44.4

Three observations can be made:

1. All three ethnic groups emphasized a controlling parent-child relationship (+ control); however, the Black parents were more controlling than Anglos and Chicana parents.
2. All three ethnic groups emphasized self-development over other oriented development, with the Anglo parents emphasizing self-development the most.
3. Black parents emphasized controlling the environment the least of the three ethnic groups; Anglo and Chicana parents emphasized controlling the environment most.

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*The reader is reminded that all the parents in this sutdy are mothers.

In summary, the variables in the parenting models delineate ethnic differences: Anglo parents are the most self-development oriented in their parenting models; Black parents are the most parental control oriented in the parent-child relationship and the least environment-control oriented; and Chicana and Anglo parents are the most environment control oriented in their parenting models.

Other ethnic differences appear to emerge upon closer examination. Black parents appear to be particularly receptive to using behavior modification techniques. There are a cluster of Chicana parents who accept the "original sin" view of the child. The Anglo parents tend to be the most inconsistent in setting rules and exhibit greater personal ambiguity about using authority and control. The Black parents more often than the other groups express a law of balanced reciprocity between parent and child, "If you want me to do something for you, you have to do something for me," which underlies the parents' overt expression of hierarchial parental authority. An analysis is being made of the rich data collected on ethnic differences in value orientations, which cannot be presented in this report at this time. However, preliminary analysis of the data suggest that there is a major value orientation in all three ethnic groups towards self-sufficiency, both economic and psychological, with Black parents emphasizing self-sufficiency more than Anglo and Chicana parents. It is clear that further research on the complex relationship between parental authority and an emphasis on self-sufficiency needs to be made in order to better understand the apparent contradictions in these two variables of the parent-child relationship.

V. THE RANGE OF EFFECTS

A. Introduction

The impact of the parent education workshop was formulated in terms of a "range of effects," some anticipated and some unanticipated by the developers of the package. Anticipated effects included changes in the four discipline techniques: listening, setting limits, rewards and punishment. Unanticipated effects included changes in (1) other kinds of discipline techniques, (2) the parent's self-confidence, (3) the parenting model of the parent, (4) the parent's role as a disciplinarian, (5) other attitudinal changes in the parent (e.g., a greater sensitivity to children's feelings), and (6) changes in the child's behavior. The four anticipated and six unanticipated effects were condensed into three major categories: (1) changes in discipline techniques; (2) non-technique related changes in parental attitude or behavior; and (3) changes in the child's behavior (see Appendix L). Each parent had what can be referred to as an "impact score." If the parent reported _no_ changes in all ten types of effects, their score was "0." If the parent reported changes in _all_ ten categories of effects, their score was "10." The scores ranged from 0 to 9. Overall, this meant that there could be a possible 310 changes (10 types of effects x 31 parents in the sample).

The range of effects are discussed in the following sections: (1) A summary of the total number of reported changes, (2) a discussion of the _types_ of effects, (3) a discussion on the association between the types of effects and the implementation process, specifically leadership skills, (4) a discussion on the association between the types of effects and the parenting models. This is followed by a summary of the significance of the findings.

B. A Summary of Impact

The impact of the parent workshop can be described in a number of different ways. First, the impact score represents, for each parent, the number of changes reported of the total possible changes. Therefore. overall, the average parent reported 2.258 changes of a possible five (5) changes in discipline techniques which is 45.16% of the total possible changes that could be reported.

TABLE 6: NUMBER OF CHANGES REPORTED FOR ALL SITES

Type of Change	Number of Possible Changes	Total No. of Possible Changes (x 31 parents)	No of Changes Reported	Average Impact Score Reported Change/ Number of Parents	Percent of Total Possible Changes
DISCIPLINE TECHNIQUES	3	155 (5x31)	70	70/31=2.258	45.16%
CHANGE IN PARENT	4	124 (4x21)	28	28/31= .903	22.57%
CHANGE IN CHILD BEHAVIOR	1	31	13	13/31= .419	41.93%
TOTAL	10	310	111		35.81%

The average rate of change was almost half (45.16%) for discipline techniques and 41.93% for changes in the child's behavior. These two areas of change were anticipated by the developers of the package. The least amount of change reported was in non-discipline changes in parents (22.57%), which were not anticipated by the developers of the MMTPs.

Reviewing the distribution of the impact scores for types of change (Table 7, p. 92), 90.32% of the parents experienced some kind of change in discipline techniques, that 48.39% of the parents experienced some kind of other change, and that the 67.74% of the parents reported some kind of change in their child's behavior.

TABLE 7: IMPACT SCORE DISTRIBUTION BY TYPE OF CHANGE FOR ALL SITES

	DISCIPLINE TECHNIQUES			OTHER PARENT CHANGE			CHILD CHANGE		
No. of Changes	No. of Parents	% of Parents	Cumulative Percent	No. of Parents	% of Parents	Cumulative Percent	Number	Percent	Cumulative Percent
0	3	9.68	9.68	16	51.61	51.61	10	32.26	32.26
1	5	16.13	25.81	5	16.13	67.74	21	67.74	100.00
2	9	29.03	54.84	7	22.57	90.31	-	-	-
3	10	32.26	87.10	2	6.46	96.77	-	-	-
4	4	12.90	100.00	1	3.23	100.00	-	-	-
5	0	0.00	-	-	-	-	-	-	-
TOTAL	31			31			31		
% of Parents/ Child Reporting Some Kind of Change			90.32			48.39			67.74

The above table demonstrates that parents reported more change in discipline techniques than in the other two categories. Broken down by site (Table 8) we can see difference in the number reported at the various sites.

TABLE 8: TOTAL NUMBER OF CHANGES PARENTS REPORTED BY SITE

TOTAL NO. OF CHANGES REPORTED*	NUMBER OF PARENTS BY SITE						
	SITE 1	SITE 2	SITE 3	SITE 4	TOTAL NO.	PERCENT	CUMULATIVE PERCENT
0	0	3	0	0	3	9.68	9.68
1	0	4	0	0	4	12.90	22.58
2	0	0	2	0	2	6.45	29.03
3	3	2	2	1	8	25.81	54.84
4	1	2	0	1	4	12.90	67.74
5	1	1	0	1	3	9.67	77.41
6	1	0	1	3	5	16.13	93.54
7	1	0	0	0	1	3.23	96.77
8	0	0	0	0	0	0.00	96.77
9	0	0	1	0	1	3.23	100.00
10	0	0	0	0	0	0.00	100.00
TOTAL PARENTS	7	12	6	6	31	100.00	

*Based on parent reporting change in ten (10) possible effects.

At Site 1 the number of changes clustered from between 3 and 7 reported changes; at Site 2, parents reported (1) either little or no effect (between 0 and 1 changes) or (2) between 3 and 5 changes. At Site 3, there was no particular cluster of changes. The range of changes reported by parents varied from 2 to 9. At Site 4, 3 of the 6 parents reported a 60% (6 changes) rate of change, which is almost twice the average for all the sites. Breaking down the number of changes by site, demonstrates the differential effect the workshops had. At Site 1, all the parents maintain an average or above average score. At Site 2, 7 of the 12 parents experienced little or no impact. At site 3, two of the six parents experienced high impact and slightly below average impact was experienced by the other four parents. At Site 4, all of the parents experienced average and above average impact. How do we explain the clustering of impact scores at each site? Was it due to the prior experiences of the parents, the leadership skills, the nature of the social interaction, or the way the content was presented? Before we answer these questions, the types of effects the participants experienced is relevant.

C. The Type of Impact

Reviewing Table 9, the parents reported the most change (67.7%) in their attitudes and behavior in the listening technique. These changes ranged from taking the time to listen to the child to more important feelings, such as respecting the child's views and thoughts (see Coding Categories, Appendix A).

Of the techniques discussed in the package, setting limits was reported to have the least amount of change (35.48%). At least one-fourth (25.78%) of the parents reported changes in other techniques unanticipated by the developers of the training package. These included not yelling or screaming

TABLE 9: CHANGES REPORTED BY PARENTS FOR ALL SITES BY TYPES OF CHANGE

Range of Effects*	Number of Changes Reported						No Change	
	Attitudinal		Behavioral		Subtotal		Subtotal	
	No.	%	No.	%	No.	%	No.	%
TECHNIQUES								
Listening	5	16.13	16	51.61	21	67.74	10	32.26
Setting Limits	2	6.45	9	29.03	11	35.48	20	64.52
Rewards	5	16.13	11	35.47	16	51.60	15	48.40
Punishment	2	6.45	12	38.79	14	45.26	17	54.74
Other Techniques	1	3.20	7	22.58	8	25.78	23	74.12
SUBTOTAL	15	9.68	55	35.48	70	45.16	85	54.84
PARENT CHANGE								
Self-Confidence	8	25.81	0	0	8	25.81	23	74.19
Role of Discipline	1	3.20	2	6.45	3	9.65	28	90.35
Other Change	5	16.13	6	19.35	11	35.48	20	64.52
Parenting Model	4	12.90	2	6.45	6	19.35	25	80.65
SUBTOTAL	18	14.52	10	8.05	28	22.57	96	77.43
Child Behavior								
SUBTOTAL	0	0	13		13	41.93	18	58.07
TOTAL	33	10.65	78	25.16	111	35.81	199	64.19

*Coding is based on self-report change of 31 parents in sample. If change not reported, it is coded as "no change."

at their child, and, interestingly, giving the child more responsibilities in household duties. The changes reported by the parents in themselves were an increase in their self-confidence (25.81%) and other kinds of changes (35.48%) most notably feeling calmer and more patient. Changes in the parenting model, which included a change toward being less controlling or toward recognizing that the child can learn without the presence and "protectiveness" of the parent, was reported by 19.35% of the parents (Andrews, et al, 1975; Freeman, 1975). One reported change that was neither anticipated by the developers of the training package nor was implemented in the research process was the change in the parent's role as a disciplinarian. Three parents (9.65%) reported taking a more assertive role as enforcer/punisher of behavior. This is discussed in more detail later. The developers of the training package anticipated that changes in discipline techniques would effect changes in the children's behavior: 41.93% of the parents reported a change in the children's behavior. These changes in the children included an overall better relationship, less fighting with the parent, a more positive attitude toward "minding" and a greater willingness to do household chores. One parent reported that her children felt more "important" because she was taking the course to learn how to get along better with them. They became actively involved in the information she was receiving and the whole family became involved in making charts related to behavior modification techniques. The rate of reported change in the children's behavior gives credence to the fact that the reported parent changes were behaviora and not simply attitudinal.

D. Type of Impact and The Implementation Process

Reviewing the breakdown of the range of effects by site (Table 10), Site 2 had significantly less impact (20%) than the other three sites. Looking at the number of attitudinal and behavior changes reported for each site, Site 1 had a high percentage of parents (71%) reporting changes in listening and punishment. At Site 2, there was no changes greater than 50% reported for any given area. At Site 3, a significant percentage (83.1%) of the parents reported changes in listening and rewarding and

TABLE 10: ATTITUDINAL AND BEHAVIORAL CHANGES REPORTED BY PARENTS BY SITE AND BY TYPE OF CHANGE

Range of Effects	SITE 1 N = 7						SITE 2 N = 12					
	Reported Change				No Change		Reported Change				No Change	
	A*	B	No.	%	No.	%	A	B	No.	%	No.	%
TECHNIQUES												
Listening	1	4	5	71.0	2	29.0	2	3	5	41.0	7	59.0
Setting Limits	0	3	3	33.3	4	57.0	1	3	4	33.3	8	66.6
Rewards	0	2	2	29.0	5	71.0	2	3	4	41.0	7	59.0
Punishment	0	5	5	71.0	2	29.0	0	3	3	25.0	9	75.0
Other	0	5	5	71.0	2	29.0	0	2	2	16.6	10	83.4
SUBTOTAL	1	19	20	57.0	15	42.0	5	14	19	31.0	41	69.0
PARENT CHANGES												
Self-Confidence	2	0	2	29.0	5	71.0	0	0	0	0	12	100.0
Discipline Role	0	0	0	0	7	100.0	0	0	0	-	12	100.0
Other	1	2	3	33.3	4	57.0	2	1	3	25.0	9	75.0
Model	2	1	3	33.3	4	57.0	0	0	0	-	12	100.0
SUBTOTAL	5	3	8	29.0	20	71.0	2	1	3	6.0	45	94.0
CHILD BEHAVIOR												
SUBTOTAL	0	4	4	57.0	3	33.0	0	2	2	16.6	10	83.4
TOTAL	6	26	32	45.7	38	54.3	7	17	24	20.0	96	80.0

*A=Attitudinal change; number of parents reporting change.
B=Behavioral change reported by parent; behavioral change assumes attitudinal change.

TABLE 10 (Continued)

SITE 3 N = 6						SITE 4 N = 6					
Reported Change				No Change		Reported Change				No Change	
A	B	No.	%	No.	%	A	B	No.	%	No.	%
0	5	5	83.1	1	16.9	2	4	6	100.0	0	-
0	2	2	33.3	4	66.6	1	1	2	33.3	4	66.7
1	4	5	83.1	1	16.9	2	2	4	66.7	2	33.3
0	3	3	50.0	3	50.0	2	1	3	50.0	3	50.0
0	0	0	0	6	100.0	1	0	1	16.9	5	83.1
1	14	15	50.0	15	50.0	8	8	16	53.0	14	47.0
3	0	3	50.0	3	50.0	3	0	3	50.0	3	50.0
0	1	1	16.9	5	83.1	1	1	2	33.3	4	66.7
2	0	2	33.3	4	66.7	0	3	3	50.0	2	50.0
0	1	1	16.9	5	83.1	2	0	2	33.3	4	66.7
5	2	7	29.0	17	71.0	6	4	10	41.0	14	58.0
0	3	3	50.0	3	50.0	0	4	4	66.7	2	33.3
6	19	25	41.7	35	58.3	14	16	30	50.0	30	50.0

an increase in self-confidence. At Site 4, all the parents reported changes in listening, and over 50% of the parents reported changes in rewarding, punishing, an increase in self-confidence and other changes, such as a greater patience with their children. Over half the parents at Sites 1, 3, and 4 reported changes in their children's behavior.

It was hypothesized that three variables might account for differences in impact; (1) leadership skills, (2) the nature of the social interaction, and (3) the "fit" between the content of the package and the parents' prior experiences. Each of the four sites was examined in terms of these three possible causal factors in the implementation process. It was not certain which of the variables in the implementation process would be most important in understanding differential impact, and, in fact, the primary focus of the research was not a study of the implementation process so much as a documentation of the impact. There was no control for different content, so what can be said about content is limited. The parents were self-selected so there was no control for social interaction. Nor was there control for differences in leadership styles. The choice of leader was left at the discretion of the contact person at each parent education program. A comparison of leaders, unanticipated by the research plan, developed as a consequence of the leader chosen for at Site 2. That leader highlighted some of the ways in which leadership style could affect the level of impact. The leader at Site 2 was teaching a non-credit child development class to CETA employees who worked at an after school day care program. The leader was interested in the materials and incorporated them into her classroom structure. Consequently, the training package was presented under unusual circumstances--in a more formally structured environment, with non-voluntary participatns, and in a "teacher-student" interaction style. The other three sites followed the traditional semi-formal, small group, voluntary participation structure which have characterized most of the previous parent training workshops in parent education programs.*

1. The Leadership Style

The leaders fell into two styles based on their techniques and their perceived role: pedagogical and problem-solving. The clue to understanding the nature of the impact at each site lies partially in the differences found in leadership styles. Overall, the lowest reported change was reported at Site 2 which appears to be associated with leadership style. The leader at Site 2 had a "pedagogical leadership" style and the leaders at the other three sites had a "problem-solving" leadership style.

(a) Leadership Technique

(1) Pedagogical (Site 2): The leader used a lecture format--standing in front or using a chalkboard, or in some way maintaining a physical or hierarchial separation between herself and the participants. Example: the leader stands, the participants sit; the leader stands in front, the participants sit in a circle. The pedagogical technique "assigns" groups rather than letting the participants divide themselves in groups. The tone of voice is "pedagogical" or "talking down," with phrases such as "explain and tell us why." There is, more often with the pedagogical technique, an expressed consciousness of "keeping on the track." Example: the leader will cut

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*A more detailed description of each site is in Appendix C.

off a discussion to move on to the next point so "everything" will be covered.

(2) Small Group Discussion (Sites 1, 3, 4): The leader uses small group discussion techniques, such as introducing the parents to each other, eliciting non-talkers, asking for other opinions, playing down the "authority" role of the leader, and encouraging group participation. The small group discussion techniques are built into the package. For example, having parents introduce themselves in the beginning and asking them for their defintion of discipline occurs at the first session. Throughout the package, parents are asked to comment on the films and cassettes to encourage group participation. However, sometimes the questions are simplistic and rhetorical, and the leader appears to be pedagogical, asking for standardized replies. Most of the leaders modified their approach after the first session because the parents became unresponsive. They began to ask for a general reaction, rather than the recommended list of questions (Example: "How well did Carol's mother use the steps in the listening technique?" Listening Session, p. 50, Leader's Manual).

2. Leadership Role

Although there was some overlap, the pedagogical leader tended to view herself as an "information-giver," whereas the problem solving leaders tended to view their role as a facilitator of conversation among the parents.

(a) Information-Giver

The leader tends to view the content of the package as the priority discussion topic. The leader keeps on the topic and will cover the material thoroughly, highlighting major points. The leader reviewed previously discussed materials at the next session, particularly for those who were not there. The package builds in a certain amount of review and leaders are encouraged to relate the current session to the previous session. All of the leaders made some attempt at review, but the amount of time spent on it varied. The information-giver also brings in additional information requested by the parents. The leader at Site 2 identified her role as information-giver.

(b) Problem-Solver (Sites 1, 3, 4)

The leader does not perceive her role as offering solutions to problems but rather as facilitating discussion of solutions to problems which come from the group rather than the leader. The problem-solving leader encouraged parents to discuss their problems and to provide answers. The leader related the parents' experiences to the content of the package. For example, the leader might say, "Would the listening technique have been useful with Judy's problem of getting Juan to bed?"

3. Social Interaction

The nature of the social interaction was closely related to the leadership style and how much the leader encouraged participation and advice-giving among the parents. The degree of social interaction also seems to have been related to whether any of the parents knew each other or the leader prior to coming to the parent education workshop. During the sessions, interviewers noted the relative proportion of interaction between (1) the leader to the group, (2) the leader to an individual, (3) an individual parent to another parent (giving advice, answering a question, reacting to a comment) and (4) an individual parent to the leader (answering a rhetorical question, reacting to information, asking for information) and (5) an individual to the group (bringing up a problem to discuss, a general comment). With the pedagogical leader, the social interaction tended to be more directed at the leader or the group in the form of reacting to information given. If there was conversation among the parents, it tended to be unrelated to the general discussion. With the problem-solving leaders, the more comfortable and intimate the problem-solving style of the leader, the more the parents tended to take over the social interaction. Further, there was more individual parent to parent interaction, in the form of offering advice, "stroking" or support, or disagreement with solutions offered. Time did not allow for systematic analysis of the social interaction. A secondary analysis of the data could quantify the number of times of each kind of social interaction to support the distinction between the two leadership styles and its effects on social interaction and impact.

4. Content of the Training Package

Originally, it was hypothesized that there would be a positive relationship between time spent on the content of the package (discipline techniques) and degree of change in discipline techniques. Alternately, it was hypothesized that the time spent on discussion unrelated to the content of the package would increase the possibility of other (non-discipline) changes. If the parent brought up a problem where the solution desired or offered was related to discipline techniques, it was considered content-related. If the parent brought up a problem that seemed to be more generalized (marital conflict, step-marriage situation, absent father, lack of assertiveness, lack of self-confidence), it was not considered content related.

The distinction between content related and non-content related problems was not always clear-cut, as for example when one parent began talking about her daughter being afraid of the dark and, during the next two sessions, the bedtime problem was seen as only part of a set of problems related to the mother's confustion in the disciplinarian role. More clear-cut were non-content related discussions on topics such as the energy crisis, where to put one's child during the summer, step-family situations, and how to toilet train the child. It also was considered non-content related if the leader so defined the issue, as in the latter example.

In general, the problem-solving leaders tended to spend more time on non-content related topics insofar as they let the parents define the discussion. The site where there was the most non-content related discussion had the greatest impact in non-discipline areas. This lends support to the hypothesis proposed, but there were no controls to differentiate between the implementation process and prior experiences as the causal explanation. Appendix C elaborates on the configuration of the variables at each site.

Summary

1. Parents at sites with problem-solving leaders tended to report more change than parents at the site with a pedagogical leader. At the sites where there were problem-solving leaders (Sites 1, 3, 4), problems tended to emerge which had not been discussed in the pre-interview whereas with the pedagogical leader, the interviewers knew of problems that never came up in the discussion. One indication of the higher level of impact could be that the parents are bringing up issues and problems that are relevant to their experiences.

2. Parents who engaged in more non-content related discussion tended to report changes in areas not related to discipline techniques. The parents at Site 4 reported changes in 41% of other-parent changes as opposed to the parents at Sites 1 and 3 (29%) and parents at Site 2 (6%) (see Table 10).

3. The problem-solving leadership style is associated with parent to parent social interaction which seems to be associated with a higher level of reported change. A secondary analysis of the data would possibly reveal more specific distinctions between leadership style and kinds of social interaction.

E. Parenting Models and Impact

Can we further explain the changes the parents reported by the parenting model they held prior to coming to the parent education workshop? The General Mills Survey (1977) on child rearing practices found that child rearing beliefs correlated with child rearing practices. Specifically, they found that "authoritarian" parents tended to use "old-fashioned" discipline techniques such as physical punishment, and that "permissive" parents tended not to spank (see also Impact Study, December 1978). The parenting models that we have developed include more than the "authoritarian" or controlling dimension of the parent-child relationship that the General Mills Survey tested. The parenting models in the Impact Study include three variables (1) the parent's control of the parent-child relationship (2) the degree of self or other development of the child and (3) the degree of parental control over the environment the child is in. One question which arises is, "Is there an association between parenting models and discipline techniques?" in the Impact Study? We will discuss the relationship between parenting models and discipline techniques and then see if this relationship illuminates the kinds of changes the parents experienced.

Looking at Table 11, it appears that the use of positive discipline techniques is associated most closely with the self-other (-/+ Other) variable and not with the controlling variables (-/+ Control, +/- Environment). The hypothesis is: parenting models that value self-development (- Other) more frequently use positive discipline techniques than parenting models that value other-oriented development (+ Other). This suggests that the key to the use of positive discipline techniques lies in the parent's view of the child's development process, rather than in the parent's view of their need to express parental control or control the environment. This finding has implications for parenting training workshops, and supports the findings about the range of effects. The importance of self-development variable gives a clue as to why the listening session had the greatest impact on the parents. Parents who

TABLE 11: PARENTING MODELS AND DISCIPLINE TECHNIQUES: PRE-INTERVIEW

		Discipline Techniques						Parenting Model Number of Parents							
		Listen	Praise	Reward	Set Limit	Take Away Privilege	Punish	A	B	C	D	E	F	G	
Listen Praise Don't Spank	1.	+	+	-	-	-	-		1						
	2.	+	+	+	+	-	-			1					
	3.	+	+	+	-	+	-		1						
	4.	+	+	-	-	+	-	1							
	5.	+	+	-	+	-	-		2	1					
	6.	+	+	-	+	+	-		1	2		2			
	7.	+	+	+	+	+	-		1		1		3		17
Listen Praise Spank	8.	+	+	-	+	+	+			1			1		
	9.	+	+	+	-	+	+	2							
	10.	+	+	-	-	+	+		1		1				
	11.	+	+	+	-	-	+		1						7
Don't Listen Praise Don't Spank	12.	-	+	+	+	+	-						1		
	13.	-	+	-	+	+	-						1		2
Don't Listen Praise Spank	14.	-	+	-	+	+	+				1		1		
	15.	-	+	+	-	-	+							1	3
Don't Listen Don't Praise Spank	16.	-	-	-	-	-	+							1	
	17.	-	-	-	+	+	+							1	2

+ = parent reports use of this technique

- = parent reports non-use of this technique "listen" to the child tend to believe that the child is learning somethink on his/her own that is worth listening to. It would seem that the workshops should focus on giving a parent encouragement to let the child develop on his own, being attentive (listening) to the child's development, and emphasizing the exploratory behavior of children.

2. Parenting Models and The Range of Effects

Comparing the relationship between parenting models and discipline techniques before and after the parent training workshop, we can see that the greatest shift has been in parents with Parenting Model F in the areas of active listening and non-physical punishment. We examined the hypothesis of the General Mills Study: the more controlling the parenting model, the greater the use of negative discipline techniques. An analysis of the data was not able to support this relationship.*

TABLE 12: PARENTING MODELS AND DISCIPLINE TECHNIQUES BY ETHNICITY: PRE-INTERVIEW

PARENTING MODEL	RELIANCE ON POSITIVE TECHNIQUES			RELIANCE ON NEGATIVE TECHNIQUES	
G				C	CC
F	B** BB	A	B C	C	
E	A C				
D	A	A		A	
C	BB A C	B			
B	AA CC CC	A B			
A	A	B C			
Total	17	7	2	3	2
	Listen Praise Don't Spank	Listen Praise Spank	Don't Listen Praise Don't Spank	Don't Listen Praise Spank	Don't Listen Don't Praise Spank

non-controlling ↔ controlling

self-development ↔ other development

** A=Anglo; B=Black; C=Chicana

*The Calvinist Model has a built-in assumption of use of negative discipline techniques.

Reviewing Tables 11 and 12, the parents with Parenting Model F use a variety of both positive and negative discipline techniques. What patterns can be found? All parents with Parenting Models A, B, and C, which are characterized by self-development (- Other), tend to rely on positive techinques of discipline. Two of the three abused parents with Parenting Model D also tend to rely on positive discipline techniques.

TABLE 13: PARENTING MODELS AND DISCIPLINE TECHNIQUES BY ETHNICITY: POST-INTERVIEW

PARENTING MODEL	RELIANCE ON POSITIVE TECHNIQUES			RELIANCE ON NEGATIVE TECHNIQUES		
G		C C			C	
F	A* C C B B B B					
E	A C					
D	A		A		A	
C	B B A B		B			
B	A A A C C C C		B			
A	A		B C			
Total	22	2	5		2	
	Listen Praise Don't Spank	Listen Don't Praise Don't Spank	Listen Praise Spank	Don't Listen Praise Don't Spank	Don't Listen Praise Spank	Don't Listen Don't Praise Spank

*A=Anglo, B=Black, C=Chicana

The other major shift was in the parents with the Calvinist Model to a position of more active listening. The above table demonstrates the shift of the parents with the more controlling parenting models from using negative discipline techniques to a greater use of positive discipline techniques. However, the table does not indicate (1) what other changes might have happened to the parents and (2) what changes the parents who were already using positive discipline techniques experienced.

Another way to view the relationship between parenting models and impact is to look at the total kinds of effects by parenting model. Reviewing Table 14, changes in listening are reported by over 50% of the parents in all the parenting models. Changes in setting limits are reported by over 50% of the parents with Parenting Models D and E. Changes in the rewarding technique are reported by over 50% of the parents with Parenting Models A, B, D, and F. Changes in punishment techniques are reported by over 50% of the parents with Parenting Models B and G. Over 50% of the parents with Parenting Model B reported an increase in self-confidence. Over 50% of the parents with Parenting Model A, F, and G reported a change in their child's behavior. The three sites and the total number of reported changes by parenting model, supports the previous before and after comparison which shows that the *more controlling, other-directed parenting models (F and G) were the most likely to change their discipline techniques, most notably to more active listening*. Table 14 demonstrates the changes of the parents with the less controlling parenting models (A, B, C). The parents with the less controlling, self-development oriented parenting models were receptive (1) to increase in self-confidence (B, D), (2) to becoming more assertive in the disciplinarian role (A, C) and (3) to being less punishing (B). Changes in the parenting model were with the less controlling, more self-development oriented parents (B, D). Overall, the parenting models least receptive to impact were C, E, and G while the parenting models most receptive to impact were A, B, D and F, based on the average impact score for the parenting models (total number of reported changes/number of parents).

TABLE 14: PARENTING MODELS BY RANGE OF EFFECTS FOR SITES 1, 3, and 4*

			RATIO OF PARENTS REPORTING CHANGES IN									
N =	Parenting Model	Impact Score	Listening	Setting Limits	Rewards	Punishment	Other	Self Confidence	Discipline Role	Other	Parent Model	Child Behavior
1	A	5.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	0.0	1.0
5	B	5.6	.6	.4	.8	.6	.4	.6	0	.2	.4	.4
1	C	3.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	0.0	0.0
2	D	5.5	.5	1.0	1.0	.5	0.0	.5	0.0	.5	1.0	.5
2	E	3.0	1.0	1.0	0.0	.5	0.0	1.0	0.0	.5	0.0	.5
5	F	5.2	.8	.2	.6	.4	0.0	.2	.2	.4	.2	.6
3	G	3.0	1.0	.33	0.0	.66	.33	0.0	0.0	.33	0.0	.66

*Because the impact on the parents was affected significantly by the pedagogical leadership style, Site 2 was eliminated to ascertain more clearly the role of prior experiences in exploring impact.

F. Discussion

How do we account for the different kinds of impact? The factors in change could be due to leadership ability, to the parent's previous discipline techniques, to their parenting models, to the content of the MMTP, or to the social interaction during the training workshop. We found that all these variables had some effect on explaining the impact.

Let us first take the leadership ability. We hypothesized that different implementation of the parent training package would produce different impact. What we found was that the "problem-solving leader" (as in Sites 1, 3, and 4) had almost twice the rate of impact as the "pedagogical leader" (Site 2) regardless of any other variables.

Further, the nature of the effects differed by site (see Table 9: Range of Effects by Site). The Site 1 training workshop was the most effective in changing attitudes and behaviors about punishment and was least effective in changing attitudes and behaviors about rewards and and self-confidence. The Site 3 training workshop was the most effective in changing attitudes and behaviors about rewarding. Site 4 was most effective in changing attitudes and behaviors about listening and other changes in parents, specifically in becoming calmer, more patient and yelling less. All three of the sites were equally effective in changes in the child's behavior. Problem-solving leadership style is associated with the greatest number of effects. But were these the differences in association with leadership style?.

Another hypothesis was tested: Parents whose values and techniques of child rearing most closely correspond with those of the training package will experience a greater positive reinforcement in the area of self-confidence and techniques. The rationale was that the parent would receive a positive reinforcement for their techniques through the "authority" of the package and thus would experience greater self-confidence. To some extent this was true. The parent experienced a mild reinforcement, but did not report it as a change (nor was it coded as a change--see Appendix A). Therefore, this hypothesis could not explain the differential impact by site.

If we look at the kinds of "parenting models" and discipline techniques (what can be called "prior experiences") the leaders were dealing with, a better explanation of the different kinds of impact that occurred at each site can be offered (Table 10: Parenting Models and Discipline Techniques by Site). Some parenting models were more receptive to change than others. The following hypothesis is proposed: Those discipline techniques parents rely on the most are the most receptive to change. The leader at Site 1 had three parents who had a Calvinist Model and who relied heavily on punishment. This would appear to explain the change in punishment techniques. The leader at Site 3 had three parents who had a Behaviorist Model and who were receptive to relying on rewarding. The parents at Site 4 were more interested in changes in themselves than in changes in the parent-child relationship. Overall, the more controlling parenting models (F, G) used more positive discipline techniques, and the less controlling parenting models tended to experience a wider variety of unanticipated changes. The general point is: what a parent brings to a session in the form of philosophy and techniques is crucial in understanding the range of effects the parent will experience. It appears that problem-solving leadership skills are a necessary, but not sufficient cause of impact.

Analysis of the data has confirmed that the content of the package can make a difference in impact. The session on "listening" had uniformly high impact, regardless of the leader or the prior conditioning of the parents.

The explanation for this appeared to be that the session on listening touched on some views on child rearing that went beyond a technique of active listening. It triggered a greater sensitivity to children's feelings that cut across parenting models and discipline techniques. For instance, parents said:

- Before I didn't really pay no mind to their feelings.
- I learned how I'm supposed to tell him he did it in the wrong way without upsetting him or hurting his feelings.
- I learned through the session if you really find out what they're trying to tell you, you make a lot more sense out of the argument.
- I never did think of them as being like us. I realized that they're were more than just kids. They were the same as we are and they all got the same feelings as we do.
- The best way of making them mind you is to listen to them, let them get their point through. You've got to realize you were little once, too. You've got to try to work with them instead of shutting them out.

More than any of the other sessions, the session on listening set the groundwork for parenting model changes. What runs through these above quotes is a greater sensitivity to the equality of children with adults and a realization that children's experiences and emotions are similar to adults. The child is no longer in a category separate from the parent. The extent to which this is realized can have far-reaching implications for the way parents treat the child. The content of the training package, if it touches on beliefs, can be sufficient cause of change.

Two other components of the implementation process were examined; (1) the nature of the social interaction among the parents and (2) the implementation of the content by the leaders. Impact was not associated with a number of implementation differences. Leaders who made major innovations, such as including "stroking" games at Site 3, had no appreciably different impact. Repetition of points and going over materials (a "pedagogical" technique) used by the leaders at Sites 2 and 4 were insufficient to explain the differences in impact. The social interaction at Site 2, where there was a strong distinction among the parents between "jiving" with each other and "fronting" with the leader/teacher was insufficient to explain differences in impact. This was a consequence of the leader's definition of the workshop as a "classroom" and probably contributed to the difference in the implementation process. There were not enough controls in the study to say to what degree this was a causal factor. There were no correlations between being a "talker" or "non-talker" (the degree of participation) and the level of impact. In summary, of the three factors in the implementation process (leadership skills, social interaction and content) the more important causal factor was (1) whether the leader defined her role as problem-solver or (2) as information-giver and whether the leader used small group techniques or not.

Are there any other factors which account for differential effects? The training package was designed for parents with young children. It was anticipated that parents with older children would not experience as much impact as parents with younger children. This assumption was supported in the case of parents with children 13 years and over. But, surprisingly enough, the parents with children in the 8-11 year old range, seemed to have benefited almost as much as the parents with children in the 4-5 year old range.

TABLE 15: RANGE OF EFFECTS OF PARENTS BY AGE OF OLDEST CHILD

Number of Parents	Age of Oldest Child	Average Score Range of Effects*	Age of Youngest Child	Average Score
4	13-20 years	1.0	none	-
9	8-11 years	4.1	1	0.0
4	6-7 years	2.5	6	3.0
10	4-5 years	4.5	9	3.0
4	below 4 yrs.	3.0	3	3.25
—			-1 to 2 years	4.0
31				

*Average Score = Total score/number of parents out of a possible score of 10.0. Average for all sites is 3.5.

A more telling factor, however, is not the age of the oldest child, but the age of the youngest child. Table 15 shows that the younger the age group, the higher the likelihood of impact. Interestingly enough, this view was expressed by a number of the parents at Site 2, who tended to have children who were older. Although they found the package "boring," they suggested that it might be most beneficial to teenage and first-time parents and parents of very young children.

G. Unanticipated Effects

1. Ambivalent Attitudes Toward The Rewards Session

The session on rewards produced the most discontent with the message of the package. This session advocates the use of behavior modification techniques with children, such as reinforcing good behavior with a reward and rewarding after the good behavior has occurred so that the reward appears "spontaneous and unplanned."

Rewarding before the good behavior has occurred is a "bribe." (Leader's Manual, Ways to Discipline Children, p. 88). A significant minority of the parents felt uncomfortable with the method.

> - I still don't feel comfortable with it. I'm trying it now with Earl because he likes to put things in the trash and I feel that praise is just not enough. I like the idea, but I haven't found a comfortable way to use it.

Another parent said:

> - It sounds very contrived; you have to force yourself to be that kind of personality, to be conscious of it (noticing good behavior).

One parent felt that rewarding had a number of bad consequences.

> - First, they have a tendency to find all the good things to do. Second, you can teach a child values without that kind of reward. Third, a child would become dependent on reward. He's gonna think that no matter what he does, he's gonna get a reward and our system just doesn't work that way.
>
> - He's gonna be disappointed in school; he's gonna turn out to be a loner, lose the friendship and companionship of children his own age because children are cruel, they will ignore you. I think the important thing is just to instigate values through trial and error and then he doesn't need rewards.

This parent's parenting model was A (Maslow-Existential-Phenomenological).

The parents who seem to be most responsive to the use of behavior modification techniques were those with the Behaviorist Model, as can be expected.

The major objection to the use of rewards centered around the feeling that a child would become "dependent" on rewards, particularly for behavior that was "expected." Even the parents who found the technique useful did not find it easy to implement.

- I don't want to bribe them. I don't want that to be the only reason they do it, and that's what I'm having a little bit of trouble with. Sometimes it's easier to say, "If you do so and so you can have so and so." I'm trying to get out of that, letting them do what they're gonna do rather than expecting something from it.

The same parent (Parenting Model D) continued:

- I think I was rewarding but not in the right way. I've had a real hard time with the rewards, just figuring out when to do them and when not to do them. Because I don't want them to feel like they are getting something for nothing. I want them to feel like they are working for what they get, that what they are doing is why they are getting these things.

This parent continued to use bribing, although she thought she was using behavior modification techniques (reinforcing behavior after it has happened).

Another parent (Parenting Model C) felt that there was really no difference between rewarding and bribing.

- I don't reward my kids for good behavior. To me, a reward is "If you eat all your supper, we'll go to the park.."

Interviewer: In the session, they call that a bribe.

- Well, it's hard to draw the line. A good example was Janet's ballet classes. There was a little girl acting up real bad the other week and her mother poked her head through the door and said, "Okay, be a good girl and I'll take you to get french fries afterwards." I wouldn't tell my kid that. If she don't want to act right in ballet classes, she can get her butt out of ballet and not take it. I buy my kids things they want, not necessarily need, but I'm not gonna do it just because they cleaned up their room when I told them to. I feel it is their responsibility. We've taught them from the very beginning; "You share if you want other children to share with you." We don't tell them, "If you share your bicycle with Johnny or Tommy, then we'll take you to the show."

Interviewer: It sounds like you really don't see any difference between telling them that and thinking, "I'm not going to tell him, but if he shares then I will do something special for him." Is that just as much as a bribe to you?

- It's like it comes natural; if everything's running smooth and the kids are behaving and everybody's getting along, we're more

> apt to get up and go to the park or go to the movie. We wouldn't just go to a movie because they're good--we've gone places when they've been rotten. I just don't want them growing up thinking every time they do something that is their responsibility, they're gonna get a reward for it. If the rewards stopped coming, they'd be hurt and disappointed because everything's not ideal.

This parent felt that it was more "natural" to reward based on things going smoothly, rather than reward as a deliberate, thought-out effort. The adjectives parents use to describe rewarding ("contrived," not "natural," "uncomfortable") are indicative of the dissonance of behavior modification techniques with parenting models that emphasize self-development. Another part of the ambivalence centers around, as the parents pointed out, the contradiction between the American value of "working" for some goal (a reward) at the same time that one is supposed to be "working" for some intrinsic goal (self-satisfaction). Ideally, rewards are eventually internalized and one develops an internal work ethic. In reality, most parents use external motivators (praising, material rewards) as a means to internalize ethics. Therefore, the reliance on external motivators to instill "values" made a number of parents uncomfortable. Further, the more self-development oriented the parenting model was, the more uncomfortable the parent felt with the idea of using rewards.

2. Assertiveness in the Disciplinarian Role

One of the unintended effects of the parent workshop was to encourage the mother to take a more assertive role as the disciplinarian in the home where there was a father present. There were three parents who experienced similar effects with similar antecedent conditions. With all three parents, they had accepted the traditional role division; father is the disciplinarian and mother is the caretaker. All of them were experiencing difficulty with their spouses over who should be the enforcer. In one case, the stepfather was reluctant to take on the enforcer role which the mother-participant wanted; in another case the stepmother (parent participant) was reluctant to take on the enforcer role with the stepchild which the father wanted; and in another, the husband was encouraging his wife to take a more assertive role because he worked in the evenings and was unavailable. In all three cases, the participants were not having serious marital conflicts with their husband; that is, the problem with the disciplinarian role was not a problem of generalized marital conflict. In the two step-parent situations, the spouses had come to the first session which was indicative of a positive support of the step-parent role. None of the parents conceptualized the conflict with their child as being a result of their lack of an assertive role during the pre-interview, but all of them had conceptualized lack of assertion as the source of the problem during the post-interview. Two were taking a more assertive role with their step-children and felt they were getting along better with the step-children. The third parent recognized the need for a more assertive role but was reluctant to take the step. How did the parent training workshop have this effect?

One possibility is that as the parents increased their repertoire of positive techniques to use with children, they felt more confident in asserting their role. Furthermore, they received sympathy from the group in the discussions of their problem and all of the parents felt more self-confident after the workshop. However, it could have gone another way; the parent could have insisted that the husband take a more active role as disciplinarian. It is suggested here that one of the unanticipated consequences of a parent training workshop which is geared primarily to women *reinforces* the role of mother as *primary* caretaker, even *when the workshop is about a role that traditionally is shared by the father*. The three women all came out of the workshop feeling that it was *their* responsibility to take on *more* parental responsibilities. None of them came out of the workshop feeling that it was the man's responsibility to resolve the problem by taking a more assertive role. The meta-message of the workshop was "only you are responsible."

In the short run, the impact on the individual parents was positive. The problem was closer to a resolution by a decision to take things more firmly into hand. However, in the long run, the consequence is that this is just one more domain of caretaking that fathers are excluded from. The intended or unintended exclusion of fathers from parent education programs only reinforces other national trends, such as divorce and single parenthood, which exclude the father as caretaker (Roby, 1979).

3. Child Abuse and Parenting Models

One of the unanticipated results from the Impact Study is the data that emerged on the childhood experiences of the parents who attended the sessions. The parents were asked, "Are you raising your children the way you were raised?" This open-ended question elicited data on the nature of the relationship between the parent and their parents.

The parents tended to be divided into three groups (1) those who had a "good" relationship with their parents, (2) those who were fairly critical of their upbringing and were consciously doing things differently from the way they were brought up, and (3) those who were

TABLE 16: NATURE OF RELATIONSHIP PARENTS IN MMTP HAD WITH THEIR PARENTS

Question: "Are you raising your children the way you were raised? How is different or the same?"

NATURE OF THE RELATIONSHIP	PARENTING MODEL A	B	C	D	E	F	G	H	TOTAL	PERCENTAGE
I. GOOD		6	4			2	4	2	18	58.06%
II. CRITICAL	3	1	1		1	1		1	8	25.80%
A. Couldn't express self	1	1					3	1	6	
B. Harsh punishment	1	2			1				4	12.90%
C. Racially prejudice	1		1						2	
D. Ignorant of sex	2								2	
III. PHYSICALLY ABUSED		1		3	1				5	16.12%
TOTAL									31	99.98

Note: "II. Critical" represents specific comments made by parents who described the relationship as either "good" or "critical"; they do not represent separate talleys. Thus 3 of the 4 parents with parenting model G described the relationship as basically "good" but were not able to communicate with their mother.

physically abused when they were growing up.

I. The parents (58%) who had a good relationship while growing up tended to maintain communication with their mother and rely on her for babysitting and advice. They commented:

- I was raised with two parents and six children; we were raised with a lot of love--one big happy family.

- I think that's really one thing that I've learned from my parents; that they are always our friends and help us any way they can.

- I always knew that my mom and dat loved me. Like I said, I was spoiled. I'm a lot like my parents, in beliefs and stuff like that.

- I usually go to my mom or to a close friend for advice.

- My father was strict with me, I'm strict with mine. I learned from him.

The parents who had good relationships with their parents fall into a variety of parenting models (B, C, F, G, H) which suggests that the parent who has a good relationship with his/her child will not likely dictate the parenting model that the child will use.

What makes a "good" relationship with one's parents? The comments most frequently elicited were (a) knowing they were loved, including demonstrations of affection and (b) being able to view their parent as friend and confidant; knowing that the parent "was there whenever we had a problem."

II. The parents (26%) who were fairly critical of the way they were raised didn't necessarily have a bad relationship with their parents, but they view their own child rearing as very different from the way they were raised. They made comments such as:

- My family was always real strict; we weren't allowed to be outspoken. I believe that it is vital for a child to have his say on any family matter.

- When I was growing up, I wasn't allowed to talk. My mother considered it back-talk, but I really don't. We were spanked with a belt, to say the least.

- When I was growing up, there were nine children in the family and my parents couldn't really take the time to sit and talk to one. So, I always thought when I had my children, I would take more time.

- I always wanted to be able to talk to my mother when I would get a spanking and she never would; you never

> admit that you were wrong and that was that. I try to remember they're human beings too and they have minds and feelings.

The second group of parents had what can be described as a "neutral" relationship with their parents. They were fairly critical of certain aspects of their upbringing which tended to fall into the following categories: (a) they had very little communication with their parents and couldn't express themselves (20%), (b) they were taught to be racially prejudiced which later caused problems when a number of them entered into inter-racial marriages, (c) they were given insufficient "sex education" which they felt hampered their marriage as teenagers, or (d) they were ignored, generally because their mother didn't have time for them because there were too many siblings.

All of the parents in Parenting Model A were critical on more than one account of their parents. Parents in Parenting Model A, the most non-controlling of the parenting models, were not harshly beaten, but were highly critical of the way they were raised. They emphasize greatly the importance of self-expression.

III. The third set of parents (13%) were those who were beaten too harshly or so physically abused (16%) that they were taken away from their homes.

> - My mother would beat us when she would drink. We had to just learn to stay out of her way, but that is a horrible way to live. It wasn't abuse, but we were scared of her. We thought that was the way that everybody's parents were.
>
> - My father belted us. I hated my father all my life. It left mental scars with me. My parents never said I love you or even I hate you. They never praised me; they never put their arms around us or hugged us or kissed us.
>
> - My parents beat me very much and I was scared to go to my mother. Eventually the home jerked us out...when my

> mother killed herslef. Three years after that, my dad remarried and all my brothers went home and I was the only one who stayed (in the foster home). My father drinks a lot and goes crazy. I just couldn't face it again.
>
> - I lived with my mother and stepfather and there was a lot of fights and there was a lot of child abuse. I lived with different foster parents. I lived with anybody who would take me in. Lots of times I've slept on church doorsteps because my parents kicked me out. All I learned is how to hate people and how to fight and that's just one thing I don't want my child to grow up to.

The abused parents included two who were put in foster homes, one who had an abusing father who left "mental scars" and two sisters who had an alcoholic mother who was in and out of mental institutions and who beat them. Four or 13% more parents said they were beaten too harshly but not so much to describe it as "abuse." If the two groups are combined, an astounding 29% of the parents had experienced very harsh physical punishment. What is even more interesting is that all of the abused parents are Anglo women and three have the same parenting model (d), a model which emphasizes parental control, but self-development on the part of the child.

This data suggests that abused parents who resist becoming abusing parents tend to develop a similar type of parenting model (D). They are more controlling than they consciously want to be (a conscious discrepancy between the ideal and the real) and they are strongly in favor of self-development and learning on one's own, probably much as they had to do in order to survive an unfavorable environment. These are parents who consciously want to have a better relationship with their children and who are very concerned with their development. Despite this selective factor, the high incidence of physical abuse among the Anglo women who attended this program and who are not abusive parents themselves suggest that the literature on physical abuse is not tapping the large number of abused parents who do not become abusing parents themselves.

The parents with Parenting Model B, which emphasizes controlling the environment rather than the parent-child relationship, experienced harsh physical punishment. What is interesting is that the parents who were physically abused (Parenting Model D) tended strongly toward Parenting Model B after they attended the sessions (2 of the 3 parents), that is toward a non-controlling relationship with their child. One might conjecture that extreme physical abuse forces a parent into a more controlling relationship with their child possibly due to the fear of lack of control in oneself, and that they greatly favor becoming less controlling in their relationships.

Discussion

Viewing the comments these parents made about the way they were raised and their motivations for coming to the sessions and what they got from the sessions, it appears that becoming an effective parent focuses on certain target areas of self-improvement.

1. The problem of viewing the child as an equal (as "human," as "like us," as "having feelings, too").
2. The probelm of trying to find ways to teach a child without using physical punishment, which most parents don't want to use.

3. The problem of giving the child "freedom" to develop on his own, to speak his mind.

Most of the parents had no problem demonstrating their affection. They had no problems accepting the importance of the role of being a parent and enjoying it. They had no problem fulfilling the responsibilities of being a competent caretaker for their children--seeing that they were fed, clothed and schooled, and they had no problem deriving satisfaction from being a parent. It should be remembered that half the parents in this study are single parents, both mother and father to their children, and yet this was not seen as a major obstacle.

What strikes one in reading the thousands of pages of transcript is the overwhelming concern for the children, but at the same time these parents are struggling with cultural constraints, not economic or environmental constraints. Cultural constraints, used here means basic views about child rearing that cause them to come to parent training workshops; they are fundamental views about children that are so much a part of their cultural assumptions that they don't even view them as the source of their difficulties with their children. These assumptions are:

1. YOU CANNOT RAISE A CHILD WITHOUT THE USE OF PHYSICAL PUNISHMENT. Almost all the parents have this view and yet their experience with their children is a daily demonstration that it either doesn't work or that it makes them or the children feel bad. Their culture tells them it is okay. THEIR CULTURE LEGITIMIZES A CHILD REARING PRACTICE THAT DOESN'T WORK. There is no formal or informal social group or pressure to tell them that it is OKAY NOT TO WHIP YOUR CHILD. The parent training sessions provide a LEGITIMACY to a view that corresponds more closely with

their common sense experience. Furthermore, they don't know what else to use to make their children mind them. They HAVE NO ALTERNATIVES. This is probably why the parents focused so eagerly on "talking" to the child and "rewarding" the child.

2. THE PARENT IS THE AUTHORITY AND HAS THE RIGHT TO EXERCISE THIS AUTHORITY IN ANY WAY SHE SEES FIT.

   There are a whole number of complex cultural antecedents tied to this assumption. The rights of private property as extended to the parents' rights over the child; the rights of the "mother" OVER THE child as opposed to the father's rights, and the lack of rights of the child.

3. THE PARENT IS SUPERIOR TO THE CHILD IN KNOWLEDGE, WISDOM, EXPERIENCE, COMPETENCE, AND POWER.

   A corrollary of this is that the child is less knowledgeable (ignorant), less wise (lacks judgment), less experienced (naive) and less competent (helpless) than the parent. This view of the child naturally results in an unequal, but not necessarily unloving, relationship. And this is the crux of the cultural constraint. The culture again LEGITIMIZES the inequality of the relationship between parent and child, as do most of the current child rearing models. The inequality of the relationship is perhaps tempered by talking about "respect" but it is not disguised. The assumption of inequality in the parent-child relationship in the U.S. is so basic to our culture, that virtually none of the parents dared assume that the relationship between parent and child was equal (with the exception of one parent).

This assumption is no doubt related to the acceptance in American culture of the inherent power of "bigness" and of the class differences and power differences. The parent has power because she is "bigger" than the child and because power is an ascribed characteristic of parenthood.

Again, being superior *doesn't work* in a daily relationship with a child. The culture legitimizes a position which causes the parent anxiety. The parent doesn't want to be in a power relationship with their child. Most parents want to be friends and so they are concerned over how to maintain "control" and at the same time be "friends" and "communicate" with their child. Their own childhood experience told them that they didn't like their parents to play the role of the "heavy." And yet they find themselves doing the same because it is sanctioned by their culture peer group and family. So they come looking for ways to deal with the *dissonance between the cultural norm and their parenting experiences*. This explains why so many of the parents focused on the "listening" session and got so much more out of it than it taught.

The listening session spoke about active listening to your child. From this the parents jumped into much greater changes, rather fundamental changes about viewing children as "humans" and being astounded at the effects it had on the child to be listened to. Some parents interpreted "listening" as meaning giving explanations for why the child was going to be punished. But even these explanations seem to help the relationship with the child.

> Another corrollary of this assumption is that children are "different" from adults. Exactly how they are different is not clearly defined. The focus on stages of development in children has facilitated parents who tend to expect too much of their children, but it has also had the detrimental side effect of infantilizing the parental relationship with the child by assuming that the child is biologically and therefore emotionally and cognitively different from adults. Children are viewed as underdeveloped adults much like slaves in Africa were viewed as underdeveloped humans. Developmentalists cannot be responsible for the lay interpretation of their theories, but the consequences are nonetheless real. The parents who referred most to "stages" their child was going through or had gone through were the parents who were the most protective and babyish with their children.
>
> Ontology recapitulates phylogeny. Child rearing beliefs recapitulate class biases. This view may anger developmentalists who claim to have "scientific proof" of stages of childhood development. But it is not unreasonable to assume that popular child rearing beliefs would reflect cultural assumptions about class and sex.

The point of this discussion is that parent education programs and parent training workshops should concentrate on understanding the cultural assumptions of child rearing that their clients have, rather than teaching parents how to teach their children how to fit into the class and economic structure of the society. If our assertion that the problems of parent-child relationships lies in cultural constraints rather than economic or class restraints, then it follows that the cultural constraints should be closely examined. It is nothing new to demonstrate, in this case, that normative beliefs and actual experiences conflict with each other. And it is to be expected that, in a society where changes in interpersonal relationships occur every generation, there will be contradictions between normative beliefs and, furthermore, between normative beliefs and parenting experiences.

We live in a society of high mobility. Parent education programs perform surrogate parent functions when parents and kin are no longer around. One of the major functions of a parent education workshop should be self-examination of cultural assumptions which inform their clientele.

The Impact Study has delineated a number of factors involved in the adult learning process. The data show that the implementation process, and in particular, leadership skills, are a necessary but not a sufficient causal explanation for impact. Prior experiences or conditioning of the individual entering a semi-formal adult learning situation, such as a parent education workshop, is the major causal explanation for understanding the kind of impact. Further, it is suggested that the primary focus for change is not so much a particular problem an adult brings to the parent workshop but rather the dissonance the parent experiences between the cultural ideals and the problems in implementing these ideals. It is not simply that spanking doesn't "work," but that the parent experiences a dissonance between the ideal that one can and should spank (as sanctioned by the society) and the fact that implementation of this sanctioned discipline technique doesn't work. The dissonance between the cognitive model and the implementation of the model is a key to understanding the kinds of changes the parent experienced.

VI. CONCLUSIONS

A. Summary of Findings

Do parent training workshops using multimedia and small group discussion format have an effect on the parents? The writers who developed, "Ways to Discipline Children" assumed that there would be an effect on the parents. They assumed that parents would, after attending the program, ideally (1) listen more (2) set limits more consistently and reasonably (3) reward more appropriately and (4) substitute removing privileges for spanking as a form of punishment. Furthermore, they assumed that the parents would rely more on the first three discipline techniques more than the fourth.

The Impact Study proposed to study the range of effects of a parent training program. It assumed that the effects might be more than learning specific discipline techniques, that there might be effects related to the parent's self-concept, their relationship to other discipliners in the family, to other techniques not discussed in the package, and to their fundamental beliefs about child rearing. The study assumed that there might be some unanticipated effects of the program. Thus, the study's methodology rejected the notion of studying effects through the use of criterion-referenced tests and chose to use an ethnographic format of open-ended questions, along with pre and post interviewing and observations of the social interaction during the parent training workshop's four sessions.

The Impact Study made a further assumption which was to become a key element in understanding the causes of impact. It assumed that parents have a set of organized constructs about the child's development, called the parenting model, which underlie and provide the rationale for their discipline techniques. It was thought that tapping the parenting model would help to bring a sense of order to the parent's discipline techniques.

What were the range of effects the parents reported? The parents reported attitudinal and behavioral changes in specific discipline techniques (listening, setting limits, rewarding, not spanking as much, not yelling or screaming as much, using privilege removal more), changes in the child's behavior, increased self-confidence, becoming more assertive in their role as disciplinarian, increased/decreased conflict with their husband, increasing responsibilities for the children, an increased awareness of the importance of the "parenting role," increased sensitivity to child's viewpoint, and changes in their parenting model.

The Impact Study has resulted in a number of findings which are relevant to an understanding of the impact and implementation of parent education workshops, to an understanding of the role of parenting models and ethnic differences in understanding changes in parents, and to an understanding of parents who were abused as children. The major findings of the study can be summarized as such:

1. The impact of a parent education workshop (Ways to Discipline Children) on participants.

   . Over 90% of the parents reported some kind of change in their discipline techniques. Over 48% of the parents reported some change in their attitudes and behaviors unrelated to discipline techniques, and 67% of the parents reported some change in their children's behavior. Overall, the workshop, "Ways to Discipline Children" can be said to be effective, not only in the areas of intended change, but also in unintended areas of change (p.196).

   . The changes reported by the parents, after attending the workshop were: increase in listening, increase and decrease in setting limits, increase and decrease in rewarding, decrease in the use of physical punishment, an increase in the use of "taking away privileges," increase in self-confidence, becoming calmer and more patient with their children, becoming less controlling in their parenting model, recognizing that the child can learn without the presence and protectiveness of the parent, increasing responsibilities for the child, the child becoming calmer and more cooperative, increased sensitivity to the child's viewpoint, and changes in the paernting model.

- The most successful part of the workshop was the session on "listening." It is suggested that the reason this session resulted in reported change by 68% of the parents was the session on listening tapped a sensitivity to the child's view that set the groundwork for deeper level changes (p. 218).
- The unanticipated changes experienced by the participants in the workshop were (1) taking a more assertive role as the disciplinarian, especially in step-parent families, (2) an ambivalent (positive and negative) reaction to the session on "Rewards," and (3) the finding that parents who were abused as children tended to develop a similar parenting model and were especially receptive to changes, notably changes in becoming less controlling (p.220).
- The dissonance parents experienced between the cultural assumptions about child rearing and their child rearing experiences helps account for their receptivity to changes during the workshop (p.231).
- Those discipline techniques parents rely on the most, that are most relevant to their child rearing practices, are most receptive to change (p.217).
- Parents with younger children had the highest level of impact.
- Given the 100% drop-out rate of the fathers who began the parent education workshop, it is not likely that parent education programs will have any impact on fathers unless special efforts are made to encourage participation.

2. The parenting model and its role in understanding impact.

   - This study has developed a preliminary basis for understanding the parenting models of parents, some of which correspond to experts' models and some which don't corespond. The parenting models have illuminated the kinds of changes parents experienced and the kinds of discipline techniques parents use, based on three variables that constitute the parenting model.
   - No correspondence was observed between authoritarian parental position (+ control in the parenting model) and the use of physical punishment as a discipline technique, as indicated in the General Mills Study (1977).

- If the parenting model is self-development oriented (- other), the parents tend to use positive discipline techniques more than parenting models that are other-development oriented. That is, a parent's use of discipline techniques is associated more with her/his view about the nature of the child's development (-/+ other) than with the parent's role as the authority or her control of the environment.

- Whether the parenting model is controlling or non-controlling, most of the parents tend to use positive discipline techniques.

- Parents who were abused as children tend to develop the same parenting model (D) which is authoritative and self-development oriented.

- The more controlling, other-development oriented parenting models were the most likely to change their discipline techniques, more notably to more active listening and less physical punishment.

- Parents with the less controlling, self-development oriented parenting models were receptive to an increase in self-confidence, to becoming more assertive in the disciplinarian role, and to being less punishing.

- The parenting model least receptive to change was the model most similar to the assumptions of the parent education workshop (the Adlerian Model E). The hypothesis "parents whose values and techniques of child rearing most closely correspond with those of the training package will experience a greater positive reinforcement in the area of self-confidence and discipline techniques" was found to be true insofar as it created a mild reinforcement, but it was not coded as a change.

- Changes in the parenting model were toward being less controlling and/or toward recognizing that the child can learn without the presence of the parent (p.213).

3. The implementation process and impact on the participants.

Four variables were postulated as being possible reasons for impact. The first variable was the prior experience (parenting model, child rearing practices) the parent brought to the workshop. The other three variables were part of the implementation process--the leadership skills, the nature of the social interaction, and the content of the package.

- The relevance of prior experiences, such as the participants' parenting model, whether they had a satisfactory or abused relationship with their parents, and what discipline techniques they use, appears to explain specific kinds of change better than the variables in the implementation process.

- Problem solving leadership style is more likely to produce effects in the participants than a pedagogical leadership style.

- The content of a training package can be a sufficient cause of change, if it taps parents' beliefs about the parent-child relationship, as with the listening session.

4. Ethnic differences found in the Impact Study.

The Impact Study found a number of ethnic differences in parenting models, value orientation, and discipline techniques which are interesting in themselves. However, the Impact Study did not find that the ethnic differences could be associated with specific kinds of changes.

- It was found that there are ethnic clusterings in parenting models. The Anglo parents tended to have non-controlling, self-developmental parenting models (Models A, B, C). The Chicana parents tended to have either a Developmental-Maturational parenting model (B) or a Clavinist parenting model (G). Black parents tended to have a Behaviorist Model (F) with an emphasis on the use of behavior modification techniques or a non-controlling self-developmental model of parenting (B, C) (p. 193).

- Anglo parents were the most self-development oriented in their parenting models; Black parents were the most parent control oriented and the least environment control oriented; Chicana and Anglo parents were the most environment control oriented in their paernting models (p.193).

- Only Anglo parents in the study were abused as children.

- Black parents reported a "law of balanced reciprocity" which characterizes the parent-child relationship that Anglo and Chicana participants didn't report (p. 194).

- Black parents reported a tendency to view the parent-child relationship as continuing after the child reached adulthood; the view that, "I want my child to know is that I will always be there."

- Anglo parents reported greater consistency in their desire to use authority with the child. Few of the Black and Chicana parents reported a sense of questioning or confusion in their role as parental authority.

. The Black parents tended to rely more consistently on rewarding as a discipline technique, both before and after the parent education workshop. More Black parents reported an interest in the rewarding technique, regardless of their parenting model.

B. Implications for the Adult Learning Process

Studying the impact of a parent training workshop requires more than a test for knowledge retention. Understanding the impact of a parent training workshop requires more than pre-post information on discipline techniques. The impact of this parent training workshop went beyond the specific content of the package. To fully understand the range of effects, we needed to look at the prior information and experience the parnets brought into the workshop. We needed to look at the social dynamics of the session, the interactions among the parents and the leader. This study has given us insight into the learning process of adults. Adults, parents in this case, bring into a workshop their prior experiences. They build on them and choose the material relevant to their cognitive models and their immediate situation. If their cognitive models of parenting are primarily controlling, they shifted from negative sanctions (punishment) to positive sanctions (rewards). If their cognitive model is non-controlling, they shifted from egocentric motivation to understanding the child's view (active listening). Understanding the parenting model and child rearing practices of their parents plays a part in impact. If they suffered from severe physical punishment or a lack of affection or understanding from their parents, they sought to compensate for that with their children. Adults, in a voluntary learning situation, choose relevant information that will fit into their cognitive model and to their actual situation. They come to a learning situation with certain parameters and specific reasons which may or may not be articulated in the beginning.

What they learn is not likely to be that dissonant from the parameters they have set up for learning.

One of the parents expressed the relevance of prior experience in learning. She said about the workshop:

> - It gives you guidelines as to more or less how to solve your problems, but still you do it your own way. I think everything they taught us was okay, but still you follow half of that and then you do it your way. You learn a lot from other parents--you learn their methods of discipline and things like that. You compare yours to theirs and if you think they're doing better, you start using theirs.

When she was asked about parents needing information from experts, she reiterated her view of the learning process:

> - Children are not all the same. If everybody is going to start listening to one person, then all the kids are going to grow up the same and maybe what he (the expert) says is wrong. So I think each parent should go by their own common sense.

This is not to suggest that a learning situation cannot have a significant impact. But the seeds of predictability can be found by exploring what they come to the learning situation with. Yolanda G., a participant, was pushed into the session by her husband; he wanted her to learn to deal with the stepson. She did not articulate this in the pre-interview. At the end of the session, she recognized that the solution lay, not in her relationship with her stepson, but in demanding support from the father of the boy. She chose the information from the situation that was relevant to her particular situation, and came to solutions that were not part of the intended consequences of the package.

One of the characteristics of the learning process with the parents who went through the session is that there is often a gap between the absorption of a new idea and the implementation of the idea, just as there is often a discrepancy between how the parent wants to behave and how the parent actually behaves with her child. Diana and Sharon were both examples of parents who had discrepancies between what they wanted and what they didn't. Sharon's consciousness of this discrepancy made her "riper" for change than Diana. The session served to give Sharon the extra impetus in the direction she realized prior to attending the workshop she needed to take.

We are maintaining that the learning process cannot be explained by a stimulus-response model; it is far more complex. Attending the sessions triggers, whether implicitly or explicitly, a process of introspection and evaluation. The self-evaluation by each parent varies, depending on such factors as motivation, self-consciousness, and other prior experiences but learning is not simply unabashed incorporation of information received because the learning involves analytical evaluation--the assumptions of the package and the assumptions of their parenting model are called into question. The more explicit the assumptions and theory underlying information, the more likely will the impact involve awareness of and potential change in those assumptions (e.g., the listening session). Clearly, this has implications for policy.

What parent training packages must take into account is not only a multicultural sensitivity, but also the native intelligence and experiences of the parents. Educated developers end up developing materials that are far too simplistic. Perhaps the writers did not make their assumptions explicit, possibly because they didn't think they were "important" or possibly because the package might become too "intellectual." Why are the developer's assumptions such that the packages end up being too repetitious, asking too many rhetorical questions?

It seems to be based on a simplistic view of the learning process and ignoring the learning that has taken place "on the job" prior to coming to the sessions. Teachers, in general, and training packages, as a special case, often underestimate the intelligence, common sense, logical capacities and range of experiences of the people being taught. Just as researchers have assumed that parents do not have a logical construct of beliefs which underlie parenthood, teachers and trainers have assumed the same about parental experiences. It is assumed that the parent continues practicing the same behavior with the child even though the results may be troubling. The parent has the native intelligence to observe, as a scientist would, that a certain action has a certain desirable or undesirable consequence and the parent has the common sense to know that some change is needed. Frequently, the parents look to causual explanations, asking themselves why they do such an action, why the child behaves in such a way, and what the child needs. This involves an exploration of their belief systems and their underlying assumptions. All this has taken place to some degree before the adult enters the formal educational situation. If the teacher or trainer assumes that this learning process has been going on outside the formal educational setting, then the trainer/teacher can draw upon that learning process. It becomes more understandable why the "problem-solving" trainers/teachers who can draw upon that experience have greater impact than the pedagogical leaders.

C. Implications for Future Research in Parent Education

The results of the Impact Study have implications for research in three major areas--(1) the adult learning process, (2) the implementation process of parent training workshops, and (3) the role of parenting models in understanding the effects of parent education. This study has raised a number of questions about the adult learning process, particularly the role of prior experiences in motivating participation, in effecting change and in effecting specific kinds of change. It suggests that understanding the cultural, cognitive, and experiential antecedents of parents will help us to understand the effects of parent education. What methods and instruments can we develop to understand the perceived relevance of materials by adults in a learning situation? What is the relationship between the parenting strategies parents develop and their receptivity to change?

It has also raised questions about the implementation process--what goes on in a semi-formal learning situation. Why is a problem-solving leader effective? What is the relationship between the type of leader and the nature of the social interaction? What methodology will best separate the influence of these two variables? Is there a point at which unrelated content impinges upon impact?

The study has raised a number of research questions about the role of parenting models in understanding changes, particularly the congruence between the participant's model and the "model" presented in the materials, and the congruence between the participant's model and the participant's experiences and how this impinges upon their receptivity to change. What is the congruence between the experts' models and the parents' child rearing models? What methods and instruments best draw out the models from the parents? What is the generational continuity of the models? What are the nexuses between childhood experiences, parental experiences, parenting models and their receptivity to change? The Southwest Parent Education Resource Center has chosen to continue exploration of this area of research.

Parent education programs and training workshops do have an impact on parents. The question arises, what kind of impact do they have and what kind of impact should they have? Is the impact an intended or an unintended consequence? Parent education programs and workshops are, consciously, change agents. Intended change may be increased knowledge and skills, increased utilization of resources, or changes in family relationships. The unintended changes, documented in this study, are increased self-confidence, and "consciousness" of parenthood as a role, changes in the parenting model (assumptions about child rearing), and increased role of the mother as disciplinarian. Mothers have most of the responsibilities of parenthood; the one accepted role the father plays is that of the disciplinarian. Although the training workshop did not intend it, one of the consequences of going through this workshop is that mothers, with second husbands or husband with whom they have disagreements, become more assertive in their role as disciplinarian. In the short run, this may reduce conflict at home, but in the long run, are parent education programs and workshops unintentionally adding more responsibility to the mother's role? As long as parent education programs only reach the mother and not the father, they will have that effect... a sin of omission

Parent education programs are very much aware of the problem of involving fathers. An evaluation was done for one of the programs that PRIMO gives assistance to, and the primary concern was how to get the fathers involved in parent education. During the Impact Study, the four fathers who came dropped out after the first or second session. Why? Because there were no other men around, they said, despite the fact that the workshop dealt with one of the primary caretaking functions of fathers.

One parent education program that has a clientele of the intact migrant families, has conducted workshops for men only, led by men in an effort to recruit fathers. It would be a sad commentary indeed, if parent education continues to serve mothers only, and thus adds more burdens to her caretaking responsibilities in an era where women are clamoring to be relieved of some of the responsibilities of parenthood and asking for a sharing of parenthood with their husbands.

The Impact Study documented and illustrated another unintended consequence of parent education programs, the teaching of parenting skills which are alien to the parents, principally, the use of behavior modification techniques. Over and over again, the parents expressed confusion over overt disagreement with the behavior modification techniques recommended in the section on "rewards." Few of the parents have a Skinnerian model of child rearing. This brings up the questions, what kinds of skills are being taught in parent education programs? It has been the position of Project PRIMO that parent education programs should be sensitive to the parents' needs, their cultural styles, their parenting styles. This is not an easy task, as illustrated in the MMTP, "Ways to Discipline Children." Every attempt was made to make the package culturally sensitive and on the whole it was successful. Parents responded to the use of Blacks and Chicano actors. The techniques advocated, particularly the techniques which closely reflected the parents' parenting styles, were received favorably. But the behavior modification technique stuck out as conspicuously alien to many (not all) of the parents. Educational biases slipped into the package in this instance. Is the function of parent education to teach parents skills that closely correspond with educational teaching techniques? We would argue that is not the function of parent education. The purpose of parent education is to provide parents with resource and knowledge that fit the parents' needs, not the needs of schools. Parent education programs should be advocates of parents not of schools. Why? Because parent education should bolster not diminish the role of the parent in the socialization process. Based on these findings, we can make the following recommendations:

Recommendation 1: We recommend that a parent training workshop would ideally contain: (1) a training package with pamphlets, films and problem-solving situations, (2) introductory and "stroking" games that stimulate interaction among the participants, (3) a leader who draws out relevant experiences from the participants and focuses on solving their problems, (4) a small group, possibly 8-15 persons, (5) an atmosphere conducive to small group interaction, including comfortable chairs, and refreshments and (6) a leader who knows how to use the technical equipment required for the workshop.

Recommendation 2: We recommend that parent education programs develop workshops which focus on the participants' underlying belief systems about children, rather than solutions to particular problems.*

Recommendation 3: We recommend that parent education workshops take a more personal problem solving approach rather than a pedagogical approach.**

Recommendation 4: We recommend that parent education programs make greater efforts toward the shared parenting concept by including fathers in parent education workshops.

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*Family and Community Studies' (FACS) current evaluation of parent education programs found that one of the most popular parent education workshops was "needs of children" which supported the notion that children have needs, too (personal communication, FACS staff).

**FACS' current study has data which shows that a number of the parents come to the programs with serious marital conflicts which never get mentioned or discussed.

One of the more significant contributions parent education can take is to give expertise back to the parents. One of the major problems of parenthood is the loss of confidence and increased confusion in the parenting role. Workshops can result in increasing the confidence of parents in themselves through small group discussion and through a sensitivity to the culture and beliefs of the parents. In the long run, parent education programs are going to have to face the possibility that they will have to serve an advocacy role for parents, representing parental interests more than the interests of other surrogate socializing agents, such as the public schools. Training parents in leadership roles and as paraprofessionals is a first step in this direction. This study has shown that parent training workshops can have a significant impact on parents, above and beyond the intended effects of the developers. More important, it has shown that sensitivity to the parents' prior conditioning, to their cognitive models, and to their childhood and parental experiences can significantly increase the impact.

APPENDIX A

CODING CATEGORIES FOR RANGE OF EFFECTS

The coding categories represent examples of the type of statements used in coding the range of effects.

I. LISTENING-CHANGE IN

A. Change in Attitude: The parent reports a change in attitude, an increased awareness of the positive benefits of listening.

____ I think the listening is the most important because you learn what your child is doing and saying and how he's reacting to different situations by listening to him.

____ I learned how I'm supposed to tell him he did it in the wrong way without upsetting him or hurting his feelings.

____ It had gotten to the point where I wasn't listening to him. Then I learned through the session if you really find out what they're trying to tell you, you make a lot more sense out of the argument.

____

B. Change in Behavior: The parent reports use of the listening technique.

____ I talk to him more; it works just about as good as if I were telling him to go to his room or to take something from him.

____ It makes a difference when you sit there and listen to them instead of just pop their mouth; they know you're paying attention. When he wants to tell me something, I'll sit there and listen to him now a lot more than I did.

____ I didn't do that (listen) and I have been lately. I sit down and talk. I listen to their feelings more than I did before.

____ I try to sit and listen more and try to communicate with them.

____ I do a lot of talking to him more. I really don't spank unless I really have to, I talk to him most of the times.

II. SETTING LIMITS

A. Change in Attitude: The parent is aware that she is either setting too many rules or is inconsistent or unclear in the limits she sets.

Overall, there were few examples of parents who changed their attitude about setting limits.

____ That was the thing I needed the most. Learning how to be consistent because I'm not consistent. I'm trying now to give her more responsibilities.

B. Change in Behavior: Setting Limits

____ Setting some rules worked good. It has changed their bedtime behavior but not as much as I want it to.

____ One thing that I did that I never really thought of is that I was reinforcing bad behavior by ending up saying yes.

____ I set limits more so they won't think they are getting off with anything. It is better than spanking and hollering and shouting at them.

____ One thing I picked up from the program is that I am defining my limits better.

____ I set too many limits before. There were too many things that I required of them that were stupid, like not talking when they go to bed.

III. REWARDS

This section included praising and material rewards. Some of the parents reacted negatively to this section so their comments were coded as negative change.

A. Change in Attitude

____ I learned about when to reward and when not to reward.

____ (Negative) I don't think I would reward him all the time. I would figure they would take advantage of that.

____ (Negative) I believe in giving a child rewards but I don't believe in everytime a child does something, you give him a reward because then they have a tendency to find all the good things to do so you'll be constantly rewarding them.

____ I guess the most useful part to me would be a reward for good behavior and not rewarding them for bad behavior.

B. Change in Behavior

____ At first I wasn't giving him a reward and now I am and it's working better.

____ I tried some of the (reward) techniques. Like when a kid did something good, always say "that was really good." Or if he did something wrong, I would try to ignore him to see what he would do, and it worked. He stopped doing it.

____ Before I didn't really used to do it (give reward). Now if they do something, especially if I don't tell them to do it, I'll give them something liek an ice cream or soda water or candy.

____ They have learned through what I have taught them what to expect from eating supper. I don't have to even tell them anymore. They just say "if I eat my supper, you're going to give me a surprise for being good." It has really worked out.

IV. PUNISHMENT

This section emphasized the use of taking away privileges rather than using physical punishment. It also emphasized using other techniques for discipline rather than punishment. The parent reports a change in attitude or behavior regarding the use of physical punishment, use of taking away privileges or other methods of discipline. If the parents' views were reinforced by the session, it was not coded as an attitudinal change.

A. Change in Attitude

____ I did use it (spanking) a little before, but not too much and now I would absolutely not use it in any form or fashion. After I went to the session, I absolutely said, for sure I won't use it. It's not necessary, I could get around it in other ways.

____ I don't like whipping them. It just makes both of them feel bad. Going to the session made it (this view) see more right.

____ The important thing I learned was knowing when to punish at the right time.

____ I feel a lot better when I don't spank him. Going to the classes just changed my mind about spanking.

B. Change in Behavior

____ I spank him a little less now. It helps if you sit down and talk to a child. Spanking and hitting them is not gonna get it all the time. They get immune to it.

____ Lately I've been punishing more as soon as I find out. I had a bad habit of telling her I was going to do it and never doing it.

____ I was after them all the time, maybe twice or three times a week, where now it's been a long time that I haven't given them the belt in spanking them.

____ We used to spank them a lot. I was going to the classes and I told my husband "we can't be sapnking him all the time; that's why he doesn't listen to us, because he knows he's gonna get spanked." We've talked about not listening to him, that's our fault, we have to look at it that way too.

V. OTHER DISCIPLINE TECHNIQUES

Parents reporeted changes in other discipline techniques, notably a diminuation of screaming and yelling and threatening, an increase in patience, and ignoring bad behavior. Attitudinal changes included an awareness of alternative discipline techniques and giving the child more responsibilities.

A. Change in Attitude

____ It gave me some ideas about letting them help more in the kitchen and in the house. It makes them feel important.

____ There are other ways of disciplining and there's other outlooks and our outlooks aren't necessarily good and they may not be necessarily bad.

B. Change in Behavior

____ (What is the best way to make him mind you?) By not screaming at him. The best way is to put him out to the side, take him somewhere from the other kids and just sit down and talk to him.

____ My mother even noticed. She says I don't yell at them like I used to. Now I set them down and talk to them. I used to lose my temper.

____ I have more patience. If the kids would do something that I would normally snap at them or maybe send them to their room. I found myself counting to ten and talking to them instead.

____ I've learned to ignore him. I don't spank him and I don't yell at him like I used to.

____ Before, all I was doing was yelling. I was starting to realize it before and now I've really been working on it seriously. This morning, she mopped for me. Last month, I would have said, "don't do it" (giving child more responsibilities).

VI. CHANGE IN PARENT: SELF CONFIDENCE

The parent reports an increase in self confidence in themselves or in the parental role. All of these were coded as attitudinal changes since it was not possible to observe behavioral changes in self-confidence. Most reported an increase in self confidence due to feeling less isolated and finding alternatives.

____ Were not the only ones that have problems with child rearing. It made me feel that my problems aren't the only problems in the world. I think it helps for a parent to sit there and talk about it and get it off their chest instead of just keeping it building up.

____ It gave me a lot more confidence by realizing that you can go by some guidelines, you can do it without spanking and yelling, realizing that you can be a better parent.

____ I've a little bit more confidence in myself knowing that I can discipline my kids without spanking them or constantly getting after them.

____ The best part was that Mary (the leader) made us feel that we were important people. She showed this by her way of having us "stroke" each other.

____ I come out of one of those classes and all the tenseness and feeling kind of down cause you can't do this with your child is gone and it really made me feel good, and I could be a whole lot more pleasant with the children.

____ The best part of the session was talking with the young parents because you find out you're not the only one with a specific problem, they made me feel more confident just knowing that other people have the same problem.

VII. CHANGE IN PARENT: ROLE AS DISCIPLINARIAN

The parents who reported taking a more assertive role as disciplinarian were usually in a conflictual relationship with a spouse.

____ I guess I'm just trying to take a little bit more active role. But that was the way with my parents. My dad was always the disciplinarian. Mother hardly ever spanked us cause Daddy was always the one to do it.

____ I've been having a lot of problems cause I'll tell him something and his Dad will tell him something different. I can't take his dad saying something and him (stepson) saying something different and I'll just crawl into a hole or something. He's (husband) got to let me have a chance at it. He (stepson) knows when I say something that he has to do it and if he doesn't, he has to fight both of us, so he's cooling it a little.

____

VIII. CHANGE IN PARENT: OTHER CHANGES

The parents reported a number of unanticipated changes due to attending the sessions. These changes ranged from being less over-protective, to recognizing the child's feelings, a recognition of a tendency to redirect their aggression to their children, and an increased consciousness of the parenting role.

A. Change in Attitude

____ Before I didn't really pay no mind to their feelings.

____ I have a tendency as a parent to correct a child whenever, but children have feelings too; they get embarrassed when they are fussed at in front of other people.

____ It's made me more aware. I guess that's what it is all about. When it's brought to the surface like it was in the class, you know some of the things you're not supposed to do; that makes it a lot harder to do the wrong thing.

____ I didn't know that kids really have feelings the way we did, but now I realize they do. I really realize that I understand kids now. I never did think of them as being like us, I realized that they were more than just kids. They were the same as we are and they all got the same feelings as we do.

____ I think it made me conscious of what I was doing as a parent. Until I went to these sessions, it seemed like what I was doing was more of a ritual, but now I'm more aware of them....

B. Change in Behavior

____ The biggest change has been in the way I react to them. Before, even when I would get mad at them and say no when I knew good and well it wasn't going to hurt if they had it or not, they never held it against me.

____ When a marriage is rocky, it's hard to be a good parent because you're always at your spouse; you tend to take it out on the kids; you really have to make yourself quit.

IX. CHANGE IN PARENT: PARENTING MODEL

The parent reports a change in views or behavior with regard to controlling the relationship with the child, controlling the environment, or a change in views or behavior in letting the child develop on his own. Most of the changes reported were coded as attitudinal, although they represented deep structure changes in basic assumptions.

A. CONTROLLING THE PARENT-CHILD RELATIONSHIP (-/+ control)

____ I think I'm becoming more tolerant, more understanding. I'm also starting to view things their way. I guess it's always been in the back of my mind, listening to things. I try and raise them about how I would like to be treated. Sometimes I have to order them around. But I hate to be ordered around, so I try not to very much. That's all we (parents) are--a guide--we shouldn't run their lives. (This parent changed from Parenting Model D to B.)

____ I've learned that not everything they do is bad. Before, if they would be arguing between themselves, it would get on my nerves and I would get after them and now it's just arguing, I let them do it. They're going to do it anyway.

____ I do guide them but I do kind of have to control them a bit. I've noticed that setting some rules, that is sort of control. I took the course because I want to learn more ways of trying to help my kids. I felt there was something lacking, not in my children, but in me. At least I am trying to be less strict.

B. OTHER-SELF DEVELOPMENT IN CHILD (-/+ other)

____ It makes you realize how they're trying to grow up and you're trying to teach them the right way. You've got to realize you were little once too. You've got to try to work with them instead of shutting them out. You've got to teach them but then you can't. They've got to lean on their won. (Change from Parenting Model B to A.)

____ I have learned a little bit about long term goals as far as what I want out of my children. I could have long term effects on my children. I love my children to death and I was taking care of them as well as I could, but now I'm more aware of them being a human being and having minds of their own and needing to develop those minds, rather than me developing my mind and just putting it in their mind. I think it's real important that they express themselves. (Change from Parenting Model F tc D.)

____ That's one thing I'm learning now. I never would let her do anything because it wasn't done my way and I even have that problem with my husband. So now I'm just leaving the room, or leaving it as it is. I'm realizing that it's not really that important, but she's going to have her own way of doing things.

C. PARENT CONTROLLING THE ENVIRONMENT (+/- environment)

There were no changes in this area.

X. CHANGE IN CHILD'S BEHAVIOR

The parent reports changes in the child's behavior as a result of going to the classes. This is a second-order change and it is all coded as behavioral. There was no coding of attitudinal change in the child.

____ I think that he's acting more grown up now. He helps me out a lot.

____ I can see the changes in my children's behavior a whole lot. Like with the rewards. I can see that they're looking forward to something like that.

____ He doesn't talk back anymore to me. He minds better. He has confidence in himself now.

____ I've noticed a change in his attitude. When I sit there and explain something, he's be put to ease and think and ask me questions.

____ They want to talk all the time now that I'm talking to them more; they ask more questions.

____ They seem to really appreciate that I was going to a class to learn how to discipline them. They thought it was really important and they talked about it a lot.

____ I learned that if he brings papers home from school, you look at them and say "this is nice." I started doing this and he's doing a lot better in school.

____ She doesn't get as angry like she use to. We seem to be talking more than we used to.

REINFORCEMENT OF PRIOR EXPERIENCE

There were a number of statements by parents which represented a reinforcement of prior views and child rearing practices. These were not coded as a change. Even though the parent became aware that she was "doing something right," no substantial change in attitude or behavior was apparent.

____ I already knew everything. I usually talk to them, praise them, make them feel good, take privileges away like watching television, buy them something special, set limits on them.

____ I've applied most of the things since my children were born.

NEGATIVE EFFECT

The parent reports that they didn't like the session, found it boring, or that the session was inappropriate for their children's age level. All of these comments notably occurred in only one workshop.

____ I didn't learn anything from it because I felt like it was a waste of my time. I would really call it helpful because I already have my set ways on how I'm raising my kids. I don't think it is a packet geared towards those that already have children, just for those that are just becoming parents.

____ It was sort of boring for me; it would be useful for teenage parents.

Instructions for Coding of the Data:

Pre-Interview

1. Code data on computer coding sheet
2. Look for a synthesis of core variables (parenting model and techniques); code on core variable sheet
    (a) be explicit in any interpretation
    (b) summarize the core variables

Post-Interview

1. Code all the range of effects on computer coding sheet
2. Relate the effects to the pre-interview on core variable coding sheet
    Relate effects to parenting model
    Relate effects to what went on in MMTP session (self-report)
    Relate effects to techniques
3. Discuss parents' self-report of priority of effects and their self-report of cause and effect
4. Note any changes in their conceptualization of the problem from pre to post

APPENDIX B

PARENT: DIANA ATKINSON

*CASE EXAMPLE: PARENTING MODEL A
EXISTENTIAL PHENOMENOLOGICAL

BACKGROUND: Diana is a secretary and her husband is a law student at the University. They live off her salary and his VA benefits in a two-story house in a middle-class suburb, with a camper, two cars, and a large screen television set. She married a year out of high school and was "very naive" and "knew nothing about sex life." During the post interview, the husband participated spontaneously and with interest in a conversation and Diana and her husband appear to have a comfortable, joking relationship with each other. They have three children: Rainbow Dawn, 8 years old; Richard, 6 years old; and Meri Joy, 4 years old. Each child was given a "deliberately thought-out name." Rainbow Dawn was born at the crack of dawn when there was a rainbow; Meri Joy looked so happy when she was born. "I am an individualist and I do not think that a child should be named after other people." Diana describes herself as an "easy-going mother," has a good relationship with her children, and feels it is important to treat her children fairly and "keep them on an even keel." The word "even" plays an important part in her description of her relationship with her children.

She came to the session to find something that could help get the children to "do what I ask them to do. The kids are at the stage when they don't like to mind." The focus of her concern was with her oldest daughter, Rainbow Dawn, whom she described as "self-sufficient, a person into herself, she likes to have her way; she's intelligent, makes friends fast, great at school, and more on an adult type level." Diana says that "we treat her as an adult and she treats us as one to a point." Both of the younger children seem to have speech problems, a somewhat babyish way of talking.

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*Each case example describes (1) the background and the individual (2) the parenting model based on the pre-interview (3) discipline techniques based on the pre-interview (4) the parent's participation in the workshop and (5) any changes the participants experienced.

PARENTING MODEL (- Control - Other - Environment): Diana's view of children is based on the assumption of a natural curiosity in children. The parent takes cues from the situation and from her children. Children go through "stages" and thus the parent takes cues from the "stages" the child is in. The function of the parent is to guide the child.

- I just like for them to be their own person, set their own goals, with a little bit of guidance and to work toward those goals and not let people stand in the way.
- My family was always real strict and we weren't allowed to be outspoken. I believe it is vital for a child to have his say on any family matter. I raise mine very liberal and hopefully they won't have any hangups when they get older as we did.
- My husband and I are believers in church, but we don't like that our children should be forced to go to church. It is something they should be willing to do on their own and feel that they're made to do something they don't want to do. We teach them a belief, but it's gonna be something they choose, not something that we said "that's what you are."

Diana wants to teach her children to "be honest, to be discreet when they have to be, to use their own judgment on right and wrong, to love themselves and to seek a happy family life." She doesn't believe in controlling the environment.

- I'm very easy going, no hassle. If a child gets out and swings from a tree, I may get excited at first, but I'd accept it because a child's gonna be a child. Children have a tendency, they don't do things that us adults do, you wouldn't see an adult out there swinging by a tree, swinging like a monkey by a tree but you see a child because the child--to them that's adventure, that's excitement and they're the most curious creatures, next to monkeys, there are in the world.

DISCIPLINE TECHNIQUES: She views her role as a "good" mother as one who is there when needed, to listen to what they are saying and to help the children work out a problem. It is important to show love, and in fact she was demonstrative with her children. The child's role is to share the joys and feelings with their parents, to understand their parents and to bring any problems to their parents. She relies primarily on explaining and talking to the children and making rules and sending them to their room or spanking them when they do something wrong. She praises them a lot but gives few material rewards because she is opposed to it. She says, "I don't think a child should be rewarded for doing something he's supposed to do." She diverts the attention of the youngest child.

PARENT TRAINING WORKSHOP: Diana was an active participant in the workshop and much of the discussion focused on her problems in her relationship to Rainbow Dawn. She had a number of problems with getting her to go to bed, with her being scared of the dark, and a general disobedience problem. Her feeling was one of frustration and yet pride of her highly intelligent daughter. The parents recommended talking to Rainbow Dawn and trying to find out why. She felt that Rainbow Dawn was not old enough to understand why she was afraid and had nightmares. She felt a frustration because she doesn't like to spank but it got to the point where Rainbow Dawn was "walking over us" and so she would spank her. "If you could show me a disciplinary action that would work..."

One of the parent's reaction to her was, "I think that mother brings a lot of her problems on herself; it just seems to me like she has learned to give in to her children too much. It seems like she needed to be a little bit stronger. If she'd be more verbal with her children and get them to talk to her, then it would make things a little better. It seemed like she really didn't want to work out too well; even if somebody suggested something, she would come up with another excuse."

IMPACT EXPERIENCED: Diana learned most from the listening session. "I think the listening is most important because you learn what your child is doing and saying and how he's reacting to different situations by listening to him." (Note: It is interesting that Diana always referred to the child as "he" when the most problem she was having was with her daughter.) She reacted critically to the session on rewards and feels strongly that any reward is a bribe and that giving rewards will disillusion the child and "he's gonna be looking for that reward." She disagreed with the packet that there is a difference between rewards and bribes.

COMMENTS: It is interesting that Diana reacted so strongly to the reward session. It probably reflects her strong belief in the child developing on her own rather than through external manipulation. The parent training package reinforced many of her beliefs about the way to raise children. She came to the session looking for a way to take a more assertive and consistent role as disciplinarian, but she did not find it. The impact on her was moderate. Why? She viewed the discussion (as opposed to the materials or leader) as being the most important source of her learning, and yet she didn't seem to learn from the discussion although she was the center of attention much of the time. It is possible that her view of child rearing prevents her from applying specific information.

- It's trial and error; we can't say what's right here is gonna be right for another child. I think we're gonna just have to more or less try and error. I let the kids go a certain length, until I can't take it anymore, then I put my foot down.

- It depends on the situation; each situation is different.

She believed in taking cues from the situation, but she seemed unable to gauge the situation correctly.

Diana's situation represents a discrepancy between her (parenting model) ideals and her actual discipline techniques. This type of parenting model requires that the parent be alert and attentive to the cues the child is giving. It requires more sensitivity of the parent than some of the other parenting models. Diana did not seem to be able to be that attentive. She spoke a great deal about listening to her child and yet she didn't seem to really think that her child could understand. Because the model is so contextually oriented, it seemed more difficult for her to apply the information she received. The model is like a lens through which the parent applies information. This model seems to make it more difficult to consistently apply knowledge and information. Her discipline techniques represent this inconsistency; she would set rules, let them lapse until things got out of control and then blow up and things would be on an "even keel" for a while. Her constant reference to "even keel" suggests that discipline matters are often out of control. It seems that this type of parenting model puts a great deal of responsibility, and consequently, strain on the parent because, based on the parenting model assumptions, no discipline technique can or will work consistently.

PARENT: MARTA VILLANUEVA CASE EXAMPLE: PARENTING MODEL B
DEVELOPMENTAL MATURATIONAL

BACKGROUND: Marta is a single parent who was pregnant at the time of the parent workshop. She had the child shortly after the workshop terminated. She has three other children: Armando 5, Max 3, and Eloisa 1 year old. She is 24 years old and works as a seamstress in an upholstery shop. Marta went through the 9th grade and supports her family on an income of less than $5,000 a year. She lives near her mother and has daily contact with her. She says of her parents, "They were like our friends. My parents were seventeen when I was born. They grew up with us really. My parents hardly ever spanked us."

She says her mother gives her the best advice about child-raising. She suffered from a lack of self-confidence as a child because she was overweight. When asked where parents need information from experts to become better parents, she replied, "Not really, because everybody has a different thing as to how to bring up kids. They're not all the same. If everybody is going to start listening to one person, then all the kids are going to grow up the same and maybe what he says is wrong. So I think each parent should go by their own common sense."

She describes Armando as "sensitive" and he gets along well with other children; Max is "stubborn." Both of the boys help her with the youngest. She describes her relationship as "growing up with them." She plays around with them, they color together and she is teaching Max how to write his name.

PARENTING MODEL: (-Control, -Other, + Environment)

Marta views herself as a friend to her children.

- I'm not the best parent there is, but still I like to know that I can play with my kids and be their friend and they can tell me whatever they feel.

She is repeating the relationship she had/has with her mother. She does not view her role as a controlling one.

- It's hard being a parent because you know you might think it's right as to what you tell them to do and they might think something else (what would you do?). I would have to think about it and be sure what I think--whether it's right or wrong...then I would explain to him why I'm telling him to do something he has to do, or what he can't do.

She doesn't mind if her children interrupt her to ask her questions.

- That's not really bad. It's like kids are just curious.

In fact, she feels she can learn from her children by listening to them.

- With me, listening to them, you kind of learn what they know and you might learn something about them that you didn't know.

For Marta, the environment is primarily the social environment and she wants to control how her children deal with the outside world. Learning to "respect elders" is important, as is learning to take care of themselves, learning how to be responsible, how to act with people, how to talk to them without arguing, and be able to have a responsible job. Her children get punished primarily for misbehavior related to things that happen outside the home (going off without telling her, disrespect, fighting with other children).

DISCIPLINE TECHNIQUES: Marta relies primarily on explanation and talking with her children. She doesn't like to spank although she will spank their hand for things like writing on the wall.

- Spanking doesn't help. You can spank them, but they think that you are paying attention to them so they keep on doing whatever it is they're not supposed to. Unless it gets to where they don't really listen, I don't spank them. Most of the time, I like to talk to them, and tell them what they're doing wrong.

It is important to Marta that her children be self-sufficient and learn self discipline. She lets much of the responsibility for their actions rest with them.

- I tell them to either quit fighting or don't play with the toys.
- I just turn off the lights and watch if they'll go to sleep.
- If he doesn't listen to me and finally falls and hurts himself, it's his fault. I'll check him out to see if he's okay, but I'll tell him, "I told you you were going to hurt yourself, you didn't listen to me."
- My mother and father taught us how to look after ourselves....

Marta relies a lot on praising her children in encouraging self responsibility.

- I would tell them "that's good" that they're learning how to look after themselves.

She doesn't like to give material rewards "because they'll get used to it, they expect to get something in return every time." Marta seems to be an introspective parent. It may be partly due to lack of confidence in childhood, but she feels that it is important to think carefully about what she does as a parent.

- I really have to think about what I'm going to do as to discipline. Not just all of a sudden. It's something I have to think about.

She deals with the youngest child primarily by removing dangerous objects from her, rather than removing her from dangerous objects, an indication of her controlling the environment rather than the relationship with the child. The interviewer said, "I also noted that she thinks of her children as "real persons" and to a lesser extent as a separate category of "children." I personally feel that the guidelines in the sessions were probably things that she was already pretty much doing on her own." The leader of the sessions who teaches her children says, "She lets the kids handle their own problems; she isn't consistent or harsh, I see a lot of warmth, but she is not dealing with them, the kids are off doing whatever they want."

PARENT WORKSHOP: During the workshop, Marta was very attentive and quiet. She rarely spoke but she came to all the workshops, even in her highly pregnant state. It became clear later that she values learning through listening to others. "Like at the workshop, I listened to everybody. I hardly did any talking myself, but you know I think the best method now is to listen to your kids and then try to explain to them why or why not." It is not surprising that she focused on listening as the technique she felt was most important. Her learning method carries over into her teaching method with her children. She reported that she listened more, was yelling and spanking less, and she began to use material rewards with her son which she hadn't used before. She said that, "Armando has changed a lot recently to where he does a lot of things that I used to tell him to do, and now he just does them without me telling him." She felt more self-confident as a parent, and she experienced a rather important change in her perception of children.

- I don't get after them as much as I used to. I think I'm learning that it's not really that bad. Some things are and that's when you have to sit down and really talk to them....lately, it's become a little bit easier. I guess because I've a little bit more confidence in myself, knowing that I can discipline my kids without spanking them

> or constantly getting after them for every little thing. I guess I've learned that not everything they do is not that bad. I let them do it, they're going to do it anyway.

COMMENT: It can be anticipated that Marta will be less controlling of the children's environment. Marta's parenting model and discipline techniques showed a harmonious relationship. Unlike Diana, Marta did not feel conflict between her model for child rearing and her experiences with her children. She did not come to the class with any particular dissatisfaction and she had a satisfactory relationship with her children. Her attitudes toward material rewards were similar to Diana's and yet she foudn that the technique worked when she tried it with her son. Like the first parenting model, the Gesell Developmental-Maturational Model requires that the parent be attentive to the child. Marta was an attentive, listening person and this personality characteristic, along with her harmonious relationship with her children and mother, apparently provided an openness to learning. Despite the fact that the leader did not draw Marta out to talk, she still experienced high impact.

PARENT: MAUDIE FLOYD* CASE EXAMPLE: PARENTING MODEL C
OBEDIENCE AND
SELF RELIANCE

BACKGROUND: Maudie is a single parent who was going through the CETA program, taking child development courses and working in a day care center. She has two children; a daughter, Tyra, 8 years old; and a son, Cedrick, 6 years old. Maudie came from a family of seven children who lived in a "nice neighborhood."

> - We were raised with a lot of love. My mother could understand; she was a sensitive, caring, loving person. My father, well, he had a temper. He wasn't violent, but he would just get real mad and scare the hell out of us. My father used to tell us something that I stress to my kids--love between each other and between brothers and sisters. There were a lot of aunts and uncles. One big happy family. My environment is totally different because it's

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*Maudie and Donna Morrison (Case Example F) are sisters.

> just me. I have to be mom and the dad, and we're surrounded by a lot of ugliness. The hardest part about being a single parent is the financial problems. I wish I was more able to hid and control myself, as far as when I'm burdened. You know, children are very in-tune and they can pick up....

She, with her sister, Donna (Case Example F), are single parents. She describes her daughter as "strong and independent; she has a mind of her own. She'll do something she's not suppose to, then if she can't lie her way out of it, she'll admit to doing and and then she'll turn around and justify why she did it. She's a happy and content child and it doesn't matter to her whether she gets disciplined or not." Cedrick is more sensitve. He gets his feelings hurt if he is disciplined. With her "little boy," "I have to teach him to be assertive cause he'll let people run over him. Where my little girl, I have to tell her don't be so assertive, don't be so mean, so ugly, so dominant, people not gonna like you if you always want to run everything."

PARENTING MODEL: (+Control, -Other, -Environment)

Maudie's parenting model is based on the assumptions that the parent sets the rules and is to be obeyed; the assumption that children learn on their own and learn to negotiate the environment on their own.

> - As long as she's under my roof, and I'm taking care of her, then she's gonna abide by my rules and regulations.
>
> - A good mother is one who loves her child enough to discipline cause I know a lot of people who, since they love their children, they can do no wrong and let them do whatever. A good mother try to instill in the child the things that she's or he's gonna need later on in life, like an understanding, like education, being able to get along and relate to other people.
>
> - I'm always there to help her, but I want her to try first for herself.
>
> - You just have to get them ready for the world and then to make them independent because, like I tell my children, I'm here today, that doesn't mean I'm gonna be here tomorrow. I want them to be able to survive without (me).

- I don't mind her questioning me because I think that's the only way you learn.

Maudie emphasizes the importance of adjusting to the context of the situation, she wants her children to be flexible and she wants herself to be flexible as a mother. This emphasis on flexibility and situational interpretation is common to the mothers in the previous two parenting models.

- You teach them whatever they need, cause my little boy needs to listen where my little girl don't need to be so assertive.

- My little boy has a fantastic understanding, he can adjust to anything.

The context of discipline can depend upon her mood or the children's mood.

- It's all right for him to cry, he's human, he has to show his emotions and feelings just like anybody else.

If she is tired, she explains to them that she's tired, "Mommy don't feel like it" and they understand. What "disrespect" is depends on the situation. "It all depends. It's not what she says, it's how she says it."

This parenting model requires that the parent be alert to the child's self-development and the varying contexts. Maudie does not believe that she can control the environment. It is up to the child to figure out how to deal with it. She gives her children a "lot of freedom" to go places, and it is up to them to use the "understanding" she has taught them in the context they are in.

Maudie feels that it is important for her children to have a strong self-image, to be independent, to stick by one another, and to have strong religious beliefs.

DISCIPLINE TECHNIQUES: Maudie relies primarily on setting rules which are consistently enforced, being a good example to her children (not smoking for instance) and talking with them. Showing her love is extremely important and in her mind, is the core of being a good mother.

> - No day is passed by without me telling them how much I love them and how important they are to me. I wouldn't do anything to them that I wouldn't want done to me. I don't abuse them and I don't mistreat them and I wouldn't leave them alone. I wouldn't let them go without being fed and nourished and clothed and teach them personal hygiene. I just give them a lot of love.

She spanks them when they fight with each other; she doesn't let them watch TV if they haven't done their homework. She praises them all the time and relies on praise very heavily. "Her self image is very important to her and to me cause if she feel like she can do it, well, she can do it." She says, "I don't really find myself rewarding them when it's good because their regular behavior is alright." That is, their good behavior is not based on getting rewards. She tries to let them do things on their own as much as possible (like taking a bath and clearning it out) because if "they do it themselves, they feel good about doing something too." She never tries to make false promises to them, one aspect of her belief that the relationship between mother and child is strictly reciprocal and not a one-way process.

> - You would think that my children would totally depend on me, but I'm depending on them a lot too. I miss them a lot when they're not there. I'm their world and they're mine. Every day is a new bright experience.

MMTP SESSIONS: Maudie was an active participant in the parenting workshop. She and one other black parent were the "leaders" of a core group of black mothers who resisted the structure of the workshop. Maudie tried to negotiate the hostility between the black mothers and white leader; she would give answers to the rhetorical questions when the others would sit silently or not listen. She was respected by the others for her quiet dignity and self-confidence. However, toward the end of the sessions, it seemed that she gave up on being the negotiator, became quieter and let the workshop run its course. She was very open in the pre-interview and fairly sullen in the post-interview.

IMPACT EXPERIENCED: Maudie stated that she didn't learn anything new, she got a lot of different opinions but "I've been exposed to most of all this information." She said, like all the parents in this workshop, that it "would probably be useful for teenage parents." This statement was repeated by several parents and had become a consensus opinion. She found the packet "boring" except for the section on rewards. Rewarding for good behavior and not rewarding for bad behavior was an idea she thought interesting but she hadn't really tried it out.

COMMENT: Maudie was a farily knowledgeable and sophisticated parent, and under the best circumstances, would probably only have experienced a reinforcement of her views which corresponded closely with the package, or else might have looked at her punishment and rewarding techniques more closely. However, the lack of impact in Maudie's case was probably due to (1) her harmonious relationship with her children, (2) a parenting model that "worked" (3) her children were older, and (4) the parent workshop social interaction was fraught with tension and hostility.

PARENT: SHARON FERRARI CASE EXAMPLE: PARENTING MODEL D
AUTHORITATIVE TRANSITIONAL

BACKGROUND: Sharon came from an abused family. Both her parents were alcoholics and abused the children so much that they were taken away from the home shortly after the mother committed suicide. Sharon was raised in a fundamentalist protestant foster institution during her teenage years. "It was a very structured life; I'm grateful for what they helped me with, but they were very, very religious and I couldn't go to them for any problems." Sharon went from a highly unstructured and unpredictable environment to a highly structured environment. She got pregnant and married right out of high school. Her children, Charles and Celita are four and three years old. She was only married for 18 months.

> - I'm very, very independent. I was just looking for a way to escape. As soon as I had my children, I was gone. When I was married, I took on most of the responsibilities; he thought that was the mother's job; that's why I left because I did them all and he just laid back and did what he wanted to, I got so sick of it. When he left, it was a whole lot easier for me to come home, clean my house, wash the diapers, get bottles ready; but I couldn't do it and watch him sit and watch TV while I worked all day long, took care of the children plus get ready for tomorrow while he was doing nothing. But I think it's me, the independence in me that's there. I've always been that way. I think maybe my childhood had a lot to do with that. I either had to be independent or not survive.

She changed her name back to the maiden name of her Italian father. Her husband helps in child support and takes the children on the weekends, and they have a satisfactory ex-spouse relationship. "After we divorced, I made him take responsibility for the children. He didn't want to, but it's worked out okay." She is now in her second year of college, supporting herself with part-time waitress work. She lives with her brother in a clean, but sparsely furnished, rented house.

PARENTING MODEL (+Control, -Others, +Environment)

Sharon's parenting model is typical of all of the abused parents in the sample. She is more controlling than she wants to be and she believes fervently in the child's self-development. The most important aspect of her parenting model is that it is a transitional stage from more controlling to less controlling, but her statements are more apparently contradictory than most parenting models.

> - I don't think I'm lenient or really strict as I used to be, but yet I don't think my children run over me. I usually get the last say-so.
>
> - I've found that my children are sometimes right, even my four year old. If I just listen to him, he comes up with something that makes a lot of sense.

- When he was younger, he had a very regular schedule and it's still pretty much that way. I think it's important for him, but I also need the time. I think maybe it wouldn't be good to not be constant with him. If I would have bounced him off a regular schedule, the inconsistency wouldn't have been good for him or that maybe he wouldn't have trusted me a lot. I feel like the environment needs to be home-oriented. I think he needs to be here.

The need for a structured schedule, Sharon admitted in the post-interview, probably dated from her refuge in a highly structure environment when she was a child. And yet, it is important that her children develop on their own.

- I would hope that he can have a mind of his own and do what he wants. I hope to teach him to be able to stand up for himself and for what he believes in, that he will be able to do what he wants on his own. I want to be able to accept what he feels is right from wrong. I don't want my opinion to be right all the time. I want to give him my opinion and let him look at his opinion and let him make the two choices between himself.

- I don't want to put my values so strong into his head that he won't be what he wants to be. I don't want to make him me. I don't want to mold him after me. I want to make him his own individual.

DISCIPLINE TECHNIQUES: Sharon relies heavily on setting limits and rules and abiding by them. She also relies on talking with her children. She views her role as a parent as one who will

- listen to what he has to say, more or less just to guide him and talk with him a lot and take each thing as it comes up.

She had a big problem with him at the nursery school; he was hitting and biting and shoving. So she sat down and talked to him for several days in a row. "But I don't want to push it so hard that I'm taking a part of him away from him." She doesn't spank or take away privileges. She praises the children a lot, and rewards them with candy. She feels she has a trust with her children because they talk so much.

PARENT WORKSHOP: Sharon's participation in the workshop was very active. She was outspoken and would openly offer advice and suggestions to the other parents. At one point she told Diana Atkinson, "If you can't handle her while she's 8 years old, what are you going to do when she's 16?" and she would question Diana about Rainbow Dawn putting a "guilt trip" on her. Sharon, more than any of the other parents, was adament about her rights as a parent.

> - I don't feel like my children should run my life. On the other hand, I want to be there to help them, I think that they give a little bit, I give a little bit.

IMPACT EXPERIENCED: Sharon experienced a number of very important changes in her parenting model. She began to be less rigid and more reasonable about setting limits.

> - I set too many limits before, stupid limits. I learned that there are certain things a child can do and certain things he cannot do, so just the things that are really important or harmful to them I'm strict on, but the things that are more to my satisfaction, like going to sleep right now, I'm not so strict on.

She began to use behavior modification techniques with success with her children.

> - Sometimes they are really really good. I told them, "Just because your were so good, this is what you get, this is your treat," and we went to the store and they got to pick out what they wanted and they took their own piggy bank. I found out this is the best thing I can use.

The use of material rewards with her children and the diminishing of setting limits represented a shift in her parenting model assumptions to a more non-controlling philosophy. She felt there was a big breakthrough when, one day she wouldn't let Charles have any candy and he told her, "Mom, you just make me so mad" and then paused and said, "if you make me any madder I'm just gonna take your purse and it's just going to be all over the place."

> - I thought it was really neat that he told me that. When I got to my aunt's I told her and she said, "Well, I would have spanked his little butt." I said, "What for, that's how he felt, he really felt that way. You know, sometimes I feel that way about his toys. If he doesn't pick them up, I'm just gonna throw them everywhere." I think it's real important that they express themselves like he did and talk about what he feels and get it out in the open. I'm glad he told me he wanted to shred my purse all over the place and that we could talk about it and find out why he felt that way exactly, and

> I think after we talked, he realized that I didn't really want to make him mad...and we talked about vitamins you know, you can kind of broaden what you're doing with the children.

She put much more emphasis in her child rearing practices on talking with her children, rather than setting limits she realized were too rigid. Her attentiveness to children's feelings made her a better person.

> - I thought I was too good. I was rude. This (being a parent) has kind of put me where I needed to be. I was very young and I just thought that no one was going to take me away from me and I was always going to be on top. It's made me really humanistic. It brought me down to earth. I've been able to realize that other people have feelings that I didn't. It made the opinion of myself lower, not the point of degrading myself in any form or fashion, but just to the point of saying, "What have you been doing all these years?" You know, there are other people around. You can't always think of yourself.

COMMENT: Sharon was at an important transitional point in her life. The parenting model she grew up with was rejected by her. She had children at a young age and was looking for a way to be a better parent. Because she was questioning her own model and valued self-actualization, promoted by her own independent personality and probably encouraged by going to college, she was looking for a way to promote this in her children. She had by her own account, been very strict when she first started out as a parent and had been letting up on the "regular schedule" that she had anchored her parenting practices in. The parent workshop came at a crucial time and provided the extra impetus she needed to get away from setting limits. She found that she could talk to her children and reward them. It can be anticipated that Sharon will continue to shift her parenting model and practices to a more controlling model, possible C or D. She received support from the leader and other parents who listened to her when she talked. The high impact was due to (1) her readiness to change, (2) supportive social interaction, (3) the package materials which provided her with alternative techniques, and (4) a supportive leader.

PARENT: MAGDALENA GARCIA

CASE EXAMPLE: PARENTING MODEL E
ADLER SOCIO-TELEOLOGICAL
MODEL

BACKGROUND: Magdalena is 28 years old and a clerk in a high school. Her husband is a tile setter and between the two of them they make between $7,000 and $9,000 a year. They have four children: Vivian 11 years old; Anita 8 years old; Tanya 6 years old; and Arturo 5 years old. Magdalena explained that she is responsible for everything related to the children. Her husband feels it is her responsibility not his. The interviewer noted "she seems to have a very loving and affectionate relationship with all her children. She seems to "glow" with pride and affection as she spoke of them. The children came in and took part in the interview. She seemed at ease and allowed them to express themselves. The children seemed very happy."

She describes her oldest daughter, Vivian, as "very independent." "I can depend on her to help me out. When I say she's independent, I mean others can depend on her and she can do things by herself." Anita is "very intelligent" and does well in school. Tanya used to be very "shy and withdrawn" due to a burn she got when she was a year old. But Magdalena got her in preschool and she "really came out of her shell." Arturo is the youngest and the only boy and is "spoiled" and "outgoing." She feels she gets along well with all her children. With Vivian, she tends to get more upset with her "because I expect too much of her." And with Arturo, "I feel very close to him being the only boy and the youngest. If he was to have a problem with drugs or anything, I would want him to know that he can come to me."

Magdalena had a good relationship with her parents when she was growing up but she is doing many things differently. She grew us speaking Spanish; her children speak English in the household; she grew up going to mass regularly;

her children don't. She grew up with occasional harsh punishment, a "three layer thick belt." "It really hurt so remembering this, I try not to put my kids through that kind of punishment. If I'm going to spank them, I strike them on the buttocks with my hands."

PARENTING MODEL (+Control, +Others, -Environment)

Her parenting model relies on the following assumptions. The parent is the person in authority; obedience and respect are important, but it is the parent's responsibility to show respect to the child. Children learn from others. The environment is outside the control. The emphasis is on teaching the child to have a respectful relationship with the parent and others.

> - I grew up with it and it's just a way of life with me. I don't like for young people to be disrespectful to older people. And I don't mean just the elderly but just anybody that's older than you.

Teaching children good manners, respect for adults and being "good kids" are her primary goals, besides their doing well in school. The emphasis is on the children learning how to help others, do well in society and the proper relationship with all those who are older.

DISCIPLINE TECHNIQUES: Magdalena rarely spanks her children and doesn't like to. She applies rules consistently, and praises them, especially for school work. She takes most of the responsibility for the children's development. When she felt that her daughter was not developing properly, she put her in school. The school's guidance or hers are relied upon to develop her children. She is very family centered and assumes that her children will come to her with any problems.

MMTP SESSION: Magdalena focuses primarily on the social interaction with the other parents. She was open and friendly and discussed a problem she was having with her 11 year old daughter. Her daughter kept wanting to participate in the adult conversations instead of staying with the younger children. The parents suggested that the daughter was wanting to be "grown up" and that she was more mature because Magdalena had expected so much of her and she was the oldest child, so to let her take part in adult conversation. Magdalena listened closely to these suggestions. She particularly liked the "stroking" games.

IMPACT: The primary impact on Magdalena was in her feeling less isolated and more self-confident as a parent. She is one of several parents who have older children and who have established a satisfactory parenting pattern. She experienced few changes in her children's behavior in her relationship with her children because it was previously satisfactory. She made a point of "listening" more to her daughter and felt that the best advice came from the parents not the package. She had tried giving an allowance to the children for helping which she wasn't doing previously. But she felt the best part was the stroking. In the post interview it came out that she came to the sessions for the social company, to relax and talk with other adults.

> - In my situation at work, I'm not able to communicate with other adults on a personal basis because we're just too busy. We could get away from home and to an adult group. It's sort of like getting a load off your mind, the talking and you can show your emotions; it helps if you have the same routine day in and day out of working. My bos is just go, go, go. I don't ever hardly get to sit down and compare behavior about kids with other adults and just to, plain talk. Going to the meeting was a great relief to me because I could sit down with the other people there.

Her focus was on interacting with the leader and the parents. Of the leader she said, "She made us feel that we were important people. She shows this by having us 'stroke' each other."

COMMENTS: Magdalena is a parent who feels a number of pressures that are not part of parenthood, which motivated her to come to the sessions. She is harrassed by her boss who makes her do too much work; her husband is a bundle of energy but takes no responsibility for the child care. She had minor problems with her children, but her primary motivation was to get away from the pressures and the parenting session was a social occasion which provided her some time to herself. She was able to pick up a few hints on working with her children and she was receptive to using them, but on the whole, she was already familiar with the package and in a less congenial group, she probably would have found it "boring" had not the leader focused on "stroking" the parents. Magdalena's parenting model most closely resembles the basic assumptions of the parent training package. The session reinforced her use of the listening technique with her daughter; it was not a new technique to her. Underlying Magdalena's parenting practices was a vague and unexpressed dissatisfaction with her husband's abdication of parental responsibilities. This was not vocalized by her because she accepted it as customary behavior and so it was not dealt with in the sessions. It is clear that she accepts traditional sex role responsibility in her marriage and for her children. On the whole, it was difficult for Magdalena to articulate her parenting model and pinpoint the pressures she was feeling. Of all the parents, she was one that the researcher had to search most for causes. Her impact can be explained by (1) the fact that her children are older and she is an experienced parent (2) her motivation for coming to the session was social and not related to parenting problems.

PARENT: DONNA MORRISON

CASE EXAMPLE: PARENTING MODEL F
BEHAVIORIST MODEL

BACKGROUND: Donna is a single parent with two girls Davina, 11 and Damara, 5 years old. She had received a degree in Child Development and taken two years of courses at the community college. She was currently working in the CETA day care program and later got a job as a director of a day care center. She was one of the more educated parents in parent education. She was familiar with Piaget and Skinner, but said she uses her own philosophy of parenting, which appears to be a combination of Skinner and Dreikurs.

She is divorced, but still maintains a friendship with her ex-husband. Her current male friend also has an 11 year old daughter who is Davina's best friend and "just like a daughter."

She describes her oldest daughter: "She's doing well in school, she does household chores, washing dishes, helping me cook and washing clothes; she likes to ride her bike, roller skate and she likes people. She definitely likes her peer group and likes to mingle. She's not hard to get along with--her conduct is perfect and she's not disrespectful, she don't talk back or nothing." The youngest, Damara, is more of a problem; she is asthmatic and "brings on" her attacks when she eats too much candy. She's "stubborn" and sometimes is uncontrollable in school. She tries to use her asthma attacks and vomiting to get attention, but Donna told her, "If you throw up, you gonna clean it up and then you have another spanking coming." Donna enjoys being a parent very much, especially her "leadership role."

- I have always wanted to be the leader so I enjoy the model that I'm posing for them because they see my peer group, my friends, my mother being close to me and looking up to me and see my boyfriend's daughter respect me and think a lot of me and that makes my daughter think a lot of me.

PARENTING MODEL (+Control, +Others, +Environment)

Donna's parenting model borrows heavily from the behavior modification techniques and she incorporates them into her child rearing. She believes in her authority as a parent.

- I express to them that I'm the mother, the head of the house, so the major things that have to be done have to be done by me, I

> don't ever want them to think they're pickin' up my slack, the thing I'm teaching them is to help them learn. I don't want them to feel like, "Mama wants us to do this because she's tired" so I never give them anything real complicated.

If her child went out without telling her, that would be "very bad," "cause that means she wasn't respecting my authority." Donna's belief in authority does not keep her from being sensitve to the children's rights and feelings. She feels that the responsibility is "person to person;" it's just that she is in charge.

> - I don't want her to think that everything that I decide is right, I want her to feel free to talk to me, so I have to be able to let her question my decisions, if she feels like I carry all the weight and the authority well, she won't ever want to talk to me about anything, even as she grow up. I don't want to push my weight around. I want to giver her a reason. I try never to tell her "because I told you so" because that means that I'm not looking at her as a person, I'm just telling her, "Ok, you're the kid, I'm the big person."
>
> - They are an individual like I am an individual, so that's why I get so comfortable and I get to talking, I keep it on an individual basis cause I want them to feel more like a person like I feel like a person. I thrive on trying to praise and tell them, "I enjoy being your mother."

She believes that children should suffer the consequences of their actions. Once her children broke her radio so she went to their piggy bank and took money from it to pay for another radio. She told them, "I don't go in your room, I don't bother your radio ro TV and your tore up mine so I want another one so you both are being punished together." If her children don't do their chores, she tells them, "you do nothing for me, I do nothing for you," cause I know she's gonna always be asking me to do something and I'll say, "Well, hey, how do you think I felt? You know you supposed to do this and I had to do it so don't you think I deserve a reward behind it?"

Rules are set and if they are broken, consequences occur which the child must understand and suffer.

> - To teach her not to be destructive, there are rules. You can't touch my plants, I try to explain to her. I try to make her know that if she mess with it, it will break. I tell her, "You play with the TV, it's gonna break. It break, can't buy another one so you have no television. You cut on the gas and you get the fire going, you gonna get burnt." I try to let her know when she put herself in situations, consequences are behind it.

There are many rules in the house, where the child can play and what they can touch. Donna views herself as an "overprotective mother" partly because her mother was that way.

> - I'm overprotective and I tell them, "Don't go over her and don't go over there" unless you notify me, and I'm 26 and still when I go, my mother knows where I'm at, so I want them to grow with the same idea. As long as you're under my roof and when you're gone I want to know where you are because if something happened I'd know the last place where you were.

Donna not only controls the environment but also the learning situation. When her children get to fussing and arguing, "I tell her she have to come tell me." If they don't, they don't get to do something.

Another principle of Donna's parenting model is what might be called "an eye for an eye." If they help her, she rewards them; if they don't help her, she doesn't help them. This is closely related to "suffering the consequences," but there is a reciprocal overlay that goes beyond the consequences of actions. This eye for an eye applies to a sense of mutual obligation between parent and child. If her children do something wrong, she tells them that, "I'm going shopping with my sister, because ya'll the one got in trouble. I didn't get in trouble." She tells them, "I clean up my mess, so you clean up yours." This view was especially expressed by several of the Black parents, and appears to be an ethnic/racial parenting characteristic.

Donna feels that certain values are very important to pass on, particularly that her children need to learn to be independent and to be able to survive without her. Her children need to think for themselves, to be flexible, and to understand that "nothing comes easy."

- My mother was an independent type lady and she always stressed that even though our father was there, one day he could not be there and she taught me that you cannot lean on that person just because they're there, that I'm just gonna take this last name and be that wife role, so when my marriage failed, I went to school, and things didn't fall apart.

- For a lower income it's different, which to me is good. Sometimes kids feel like it's a disadvantage to not having a whole lotta money at their fingertips, but I tell my kids it's really good because I'm teaching ya'll survival, with me, without me, with society, how to bend and how to make it with all sizes and shapes of people and how to be aware of the games people will have to play to survive in the world. Right now the only games you're used to are Bingo and Monopoly, but, you gonna find out it is games that you're gonna have to play to just fit in with people. You gonna have to be able to realize to get that person to do what you want, you gonna have to know how to get to them. And so I tell them, when somebody commit suicide, that person was grown up where they were taken care of and when the time came that they had to do it themself, they couldn't handle it. I'm passing them onto you so when you become a failure and things don't work out and depression come along, you and your husband break up or whatever happen, you gonna know what to do about it. You gonna know the logical thing to do not the ignorant thing to do. I think they have the valuable things that they need instead of the materialistic things. I'm not buying them off.

Her value system promotes the desire to make her children survivors.

- Besides independence, one of my biggies is that I want them to care about themselves. Never forget Number One, you don't have to be the best dressed person in town but you always make sure that you make yourself feel good. You always have to think about yourself, if you don't, you get into a rut. You have a responsibility to yourself to do something for yourself. I don't want them to ever get a guilt complex by never doing nothing for themselves. I want them to keep a good self-image.

Flexibility in interpreting the "environment" is another value that promotes self-interpretation.

- I try to teach them never to judge people. Get to know the person but don't put a judgment on them because that's not your job. I want them to accept the things that cannot be changed, especially being black. Some people might have terrible experiences with a black person and there ain't nothing you can do about it. If they don't want to deal with, you can't let it get you down. Just leave them along, that even goes for another black child. If they've been raised in a different environment than you have, you can't hardly

> get on their level too often. You keep trying to pull them over and pul them over, but they will always be different.

Donna is a believer in "adjustment" not "change."

> - I don't want them to run around through life on this crusade kid, "I'm going to change everybody and they are going to be just like me. I'm going to develop four kids of my own that at least will be just like me."

DISCIPLINE TECHNIQUES: Donna's discipline techniques can be boiled down to several rules: (1) good behavior is rewarded with praise and gifts, (2) minor bad behavior is punished, (3) taking away privileges occurs for wrong doings, and (4) belting occurs for "no-no's." She has a scale of both positive and negative reinforcement and she is consciously aware of behavior modification techniques. Her other major technique is to be "flexible."

> - I have to be prepared for anything, like if I tell her I don't agree with that girl you're running with, but if she tells me she refuses to stop seeing her, I have to be flexible for the next thing and tell her, okay, I think she's bad company and if something happens you're going to have to suffer the consequences....
>
> - I praise them all the time and she gets rewards, a dollar for bringing home good work. The cheapest reward is a kiss (laughs). I show her good work to her uncle and her grandmother and she's getting all those praises. She wants those positive strokes again and as soon as possible.
>
> - I ignore her when she's an attention grabber.
>
> - There's a difference between spanking and punishment. When they get a spanking immediately they knows they have broken the all-out rule. The spankings are not that hard and it gets the point over. If I let loose on the spankings and just punish them, they won't know what really is permissible to me. I cut no corners. They won't know the difference if I don't spank them.

MMTP SESSION: Donna was, with Maudie, one of the more active participants in the group. She had just joined the CETA program, and initially sat at the pheriphery, but within one session, she had taken a "leadership" role. Donna later said, "I would see them (the leaders) on edge and I was wondering, what do I say to 'em now to keep them going?" She often carried the conversation and the leader commented later that she "seemed to know a lot about child raising, although she has her own ways.."

IMPACT EXPERIENCED: Donna pointed out that much of the information she knew, but she picked up some new ideas and got reinforcement for some ideas she thought were right from the other parents in the group. Despite her criticism of the parents' hostility and lack of participation, she still felt they were the most important source of her learning. She identified the listening technique as most useful. She did not change her mind about punishment, although she was exposed to a very vocal parent who didn't believe in punishment. "I never thought of that." She seemed to begin questining her use of behavior modification techniques and the effectiveness of controlled choices.

> - I used to just go and it would be either you wear it or go naked, but I told her either you wear these 1, 2, 3 dresses or either you forget about it and all three of them stayed in the closet with the price tag on them. She didn't care. I was the loser. I didn't win. So I decided I better do something different. I have this think now that if I don't let my kids decide something I may as well forget it.

She was looking for a way to keep from being "over-protective" which she identified as her major flaw and she found some impetus in the workshop.

> - The last few times they've been having a little more freedom. I just know I'm an over-protective mother and I'm trying to get out of the habit and just trust them enough to let them go.

She also felt that she was getting away from physical punishment.

> - I was kind of trying to get away from it (spanking) so in a way the session had influence because I thought about setting limits and other ways to talk to them more.

COMMENT: Donna has a well-developed system of parenting and continues to be open to new methods. In the pre-interview, she had stated, "I'm always gonna keep on the up and up on what's happening in parenting." In the post-interview, she explained that Maudie was her sister. "Maudie had some pretty good ideas

I can go along with, but I can't go along with her all the way because I know it's easy for her to explain, but it's so hard for her to enforce it at home." She perceives herself as more of an enforcer than her sister (Case Example C). Her receptivity to new ideas and the leadership role she took partially explain the fact that the workshop had some impact. The other parents with this parenting model were particularly receptive to the rewards section and the use of behavior modification techniques. Donna represents a more sophisticated version of these parents in the use of positive reinforcement techniques (rewarding good behavior, ignore bad behavior, control choices) and so she was affected relatively little by the section. In fact, she seemed to be questioning the use of controlled choice. This suggests that she is moving toward an Obedience and Self Reliance Model, where she still asserts her authority but she "trusts" the child's self-development abilities more. Valuing "survival," "flexibility," and "independence" support this view.

PARENT: ELSA SCHULTZ

CASE EXAMPLE: PARENTING MODEL G
CALVINIST MODEL

BACKGROUND: Elsa was the oldest parent in the study (37 years). She had been married twice. By her first marriage to a Chicano, she had three children, two boys who were born "blind and little bit mentally retarded," who live in an institution and are now 20 and 18 years old. She had a daughter, Laura, who is now 11 years old. By her second marriage to an Anglo, she has two children, Glenda, 5 years old and Walter 3½ years old.

She works all day at a shop sewing ammunition belts for the Army. She receives child support. Her income is between $3,000 and $5,000 a year.

Elsa dresses neatly and conservatively. Her children respond immediately and warmly to her. She says, "I love children, especially when they are tiny babies. I just love them, they're wonderful."

Elsa did not describe her children in very elaborate terms. Glenda has a tendency toward a nervous stomach since the divorce. She used to take her to the doctor but the doctor told her it was nerves, so now she tells her she's just "faking it."

Obedience, respect to older people and doing well in school are what Elsa values. "Minding" the parent and teacher are important.

- I always tell my child to "be good," to mind their teacher. So far I haven't gotten any complaints from her.

PARENTING MODEL (+Control, +Other, +Environment)

Elsa's parenting model is a one-way process. The job of the parent is making the child grow up in the right way. Authority is absolute and unquestioned, although it is her responsibility to tell them why she is doing something. Adults have the proper knowledge and know right from wrong. Teaching is "talking to" a child and punishing them. Children have no authority and don't know right from wrong; consequently, children are implicitly sinful until they have gained proper kinwledge from an adult.

- If I make a rule I should stick to it and not change it. I stick by my rules.

- A child should be brought up to respect brothers and sisters, respect the parents as well as other people. I think that if you bring your children up in a certain way, to mind you and not to talk back, it helps a great deal. So far I've done a great job with mine. My children behave very good at the nursery school. They mind their teacher. Since I'm divorced, I play with them but only up to a certain point. I can't let them take over me. I'm their mother, they should mind.

- I don't want them to use ugly language like "man." Walter said, "Hey, man." I say, "Don't say that, I don't like it." When people talk like that, like most teenagers today use a different kind of

> language, for something that years back we used in the *proper* way, and they use id different--it sounds so *naughty*.

A child learns from his parent; the parent is necessary for the proper development of the child. Punishment is necessary for learning to take place; the parent's role is to let the child know what proper behavior is and what the punishment will be.

> - I don't know about other parents. They mind me very good but they also have their moments when they have to be reminded. They have to be told that they can't do this or that. But I try to put a stop to it and it works. I have to because if I just let it go, before I know it, they won't mind me at all. My father was a very strict person, so I guess I got some of it from him.
>
> - I think it is very important that the parent make the decisions about what kind of punishment. But it is important to talk to your child. They should know the kind of punishment they're going to get.

The outside world is dangerous and a threat. Elsa worries that her daughter might get into the wrong crowd, marry the "wrong type of man," or take drugs. She is anxious about the "bad influences" on her child. It is important for her to control the environment.

> - I hope that they'll find a nice man that'll treat them right. The thing I have to tell them is to be very careful about choosing the right kind of friends. I want my kids to grow up in the right way. Some people say if your kid's bad, he's gonna be bad from the time he starts growing up and I don't think that is so. Your child will grow up in the right way if you set the example and you don't get mixed up with the wrong kind of crowd.

Thus, a parent is essential to the development of the child. A "good" child *internalizes* right and wrong.

DISCIPLINE TECHNIQUES: Elsa sets the rules and the children obey. If they disobey, they are punished.

> - I don't beat my kids. That's one thing I'll never do because they're so innocent they can't defend themselves. Sure, they have to be punished, but there are different ways of punishing a child. They can be sent to their room and you can have a talk. If they do it two or three times, it's time for a hit on the behind. What I do is pull the panties down on them and they get a spanking while I'm talking to them. I like for them to look at me when I'm talking to them because I want them to know that I mean it.

Listening to her children is not a technique she uses and she rarely mentioned praising her children. The primary form of discipline is punishment.

Elsa grew up with a strict family. Her father was strict and she is strict with hers. She was shipped once for drawing a picture of an old man and putting his name on it. This was considered "disrespectful." Another time she was whipped for not getting her father coffee. "We weren't supposed to talk back. You couldn't say, "I'll do it in a minute." She feels she is less strict with her children but she still values being strict and respecting elders.

MMTP SESSIONS: Elsa was not an active participant during the sessions. She once brought up the problem with Glenda, that Glenda would get mad and stomp to her room and close the door. Then Elsa would go there and Glenda wouldn't "look at me" when she told her about being punished. Elsa worried that "if she left her alone, Glenda would feel like Elsa was neglecting her." One of the parents suggested that she tell her "whenever you are ready to talk about this, I'll be ready. Let her come to you."

IMPACT EXPERIENCED: Elsa experienced some rather dramatic changes in discipline techniques, as did the two other parents with this parenting model. The idea of letting the child come to the parent with a problem, of praising the child and rewarding the child, and of not spanking the child were all novel to Elsa. She reported a number of turnabouts in her discipline techniques. She and Glenda were talking more. Glenda didn't seem to get as angry.

- We seem to be talking more than what we used to. I let her come to me the way we discussed it one time in class and it has worked out.

Elsa particularly focused on the listening session.

- Maybe it's because we've been talking more. When I go home, I always think about the session and we just talk about why you did it or anything like that.

She had cut down on the spankings quite a bit.

> - I was after them all the time, maybe twice or three times a week where now it's been a long time that I haven't given them the belt in spanking them.

COMMENT: For the parents with the Calvinist model, the information in the package is, in large part, new. Elsa tended to focus on the listening and punishment session. She didn't indicate that she had picked up on the rewards section at all, but cutting down on punishment and "talking with" her child rather than "talking to" her child was a major change. She didn't pick up on the message that "children have feelings, too" that some of the other parents got. The range of effects that Elsa experienced can be explained by (1) the fact that she probably experienced cognitive dissonance between her model and the model in the package, (2) she got support for emulating the model presented in the package, and (3) she got support from the parents and leaders.

APPENDIX C
DESCRIPTION OF THE IMPLEMENTATION PROCESS

We will give a short description of the implementation process for each site. The purpose of the description is to illustrate the interplay of the leadership style, social interaction and presentation of the content of the materials. The description will provide a basis for suggested relationships between the implementation process and impact.

Site 1

1. Leadership Technique

The leader used small group discussion for most of the time. She sat in a circle with the parents, and only twice redirected the topic back to what she considered related material. She had difficult encouraging the non-talkers; she let people break up in the groups they wanted.

2. Leadership Role

She viewed her role both as information giver and problem solver. Compared to the other locales, she was more problem solver than the leader at Site 2 and less than the leaders at Sites 3 and 4. She didn't tend to cover material again or review information and she encouraged the parents to help each other in solving problems.

3. Social Interaction

The primary kind of interaction was leader to group, leader to parent and parent to leader. That is, most of the parents tended to ask the leader for problem resolution rather than ask the other parents. And the leader tended to come up with the answers rather than redirecting the solution to the other parents. However, because the group was comfortable, in the last two sessions, the parents were beginning to address their remarks to other parents. These parents didn't know each other and the leader didn't play games or make an effort to let them talk to each other, right away, so that the loosening up of shyness didn't occur until the last two sessions.

4. Content of Package

The leader kept the discussion on discipline techniques and problems related to discipline. There were a number of problems brought up by the parents that were related to discipline techniques. The leader tended to bring the discussion back if it went astray; for instance, one parent started a discussion on how to toilet train a child because it came up in the game in the Rewards session, and the leader cut off the conversation. A number of problems that the parents discussed in the pre- and post-interview did not emerge in the sessions.

Site 2

1. Leadership Technique

The training package was part of a child development class at a community college so that the physical structure of the package was pre-determined. The leader viewed the package as a "module" in her course and treated it in that manner. She stood at the front of the group, although she did allow the group to gather around in a circle which she would join on occasion. She used the blackboard to write information, despite the objections of the "students" (parents) who couldn't see it. She would "correct" parents if they gave the wrong answer or didn't get the point; she would assign parents to small groups; she would call on a parent to give an appropriate answer in order to get them to stop talking with a companion. In the beginning she didn't let the parents introduce each other, as prescribed by the package as an "ice-breaker." Overall, her technique was almost wholly pedagogical. To encourage the non-talkers, she would call on them to recite the correct answer. As discontent became more evident, she allowed the parents to talk about topics unrelated to the content.

2. Leadership Role

She viewed her role exclusively as information-giver. Not once during the four sessions was a parents' personal problem discussed or elicited. Only in the last session when one parent talked about her child's temper tantrums in a humorous way and it was obvious the other parents were interested, did she let the parents discuss their problems. There were many problems in the pre- and post-interview that never emerged in the sessions. In fact, it would have been difficult for the interviewers to have any data base for the parenting model or discipline techniques of the parents had they had to rely only on data gathered during the sessions.

The leader took her role as information-giver so seriously that she would concentrate on each point in the flip chart (none of the other leaders did this), going over point by point each of the five or six points in each technique for each example. It is ironic that her leadership method focused so precisely and thoroughly on the content and yet she had the least impact.

The parents reacted to the leader by making a marked distinction between behavior among themselves which consisted of joking, laughing and giving each other support ("jiving") and behavior with the teacher which was feeding back the "proper" answer ("fronting"). Of high priority to the parents was maintaining rapport with group members through quick repartee, witty comments, gossiping and maintaining an image of being "cool." The message came across clearly; the relationship with the teacher was one of game-playing, "pretend to be interested in learning with the teacher." The jiving behavior clearly marked the boundaries of the pretense.

3. Social Interaction

There was a tremendous amount of parent-parent interaction of the various cliques that developed; all of this interaction was unrelated to the actions of the leader or the content of the package; and in fact it went on simultaneously much to the distress of the leader. The leader's relationship to the parents was calling upon them for answers which were given somewhat reluctantly. During the last two sessions, the parents began to express open disagreement with the leader's statements and also began to express their own opinions. This was the only session where there was a genuine and heated debate among the parents over the definitions of discipline and punishment. The parents' personalities emerged and their "fronting" behavior dropped as they entered into a genuine exchange among each other. This happened at the last session where the discontent with the package's simplicity became a topic of conversation.

4. Content of Package

The leader made a point of covering in minute detail all the content of the package. She didn't allow unrelated discussion to occur until the last session, where a parent was allowed to discuss her problem, where there was heated argument among the parents about differences in child rearing techniques (emerging along ethnic lines, Chicano vs. Black) and where there was open discussion on the merits of the package.

Site 3

1. Leadership Technique

The leader was well trained in small group dynamics. She was the most innovative of all the leaders insofar as she introduced new materials. At each session, she started out with a "stroking" game and ended up with one. The parents seemed to like the games which facilitated rapport among the parents. The leader frequently redirected questions to her back to her back to the parents, and participation was 100%. She never corrected a parent, she played down her "authority," and she continually "stroked" the parents during the discussion.

2. Leadership Role

She viewed her role primarily as problem solver and the information of the package was played down. At least one-half of the time in each session was spent in discussing problems and many problems that had not emerged in the pre-interview emerged during the workshop. The leader remarked later that this was one of the best parent training sessions she had conducted. All the parents felt comfortable with each other and listened intently to each other's comments. The leader began to take more and more a back seat as the parents began to converse more with each other. Toward the end, the parents were asking for advice from each other as much as from the leader. This workshop most closely resumbled a group therapy style and contrasted greatly with Site 2, despite the fact that the leader in this workshop was the co-leader in Site 2.

3. Social Interaction

The rapport among the parents was high, to the point that the interviewers were completed accepted as one of the group. The stroking games facilitated this because it required that the parents say something personal about each of the other parents at each session. At first, some of the parents felt awkward, but it served its purpose. The parents began to open up to the group and to each other. At one point, one of the shyest parents, a young 18 year old mother in the 11th grade, married to a man with a 9 year old son, began an incredible monologue that lasted about 20 minutes in which she spoke of her struggle with her stepson only 9 years younger than she, the lack of support from her husband. Her eloquent monologue mesmerized the parents into silence. At the end, the parents gave her verbal support. In the post-interview, she reported positive changes with her stepson and husband.

4. Content of Package

The leader let it be known that she viewed the content of the package as a starting point for discussion of participants' personal experiences. The leader actively directed the conversation to the parents' experiences.

Site 4

1. Leadership Technique

The leader was well-trained in small group dynamics and she used a number of techniques to encourage the parents to talk. She knew each parent personally and a number of the parents knew each other, so she did not have difficulty getting the parents to participate. There was complete participation by all parents. The leader played down her "authority" and would redirect inquiries to her as the leader in Site 3 did.

2. Leadership Role

She viewed her role primarily as problem-solver, and the package was a vehicle for getting the parents to talk about what they were interested in. She viewed the package as a way of focusing on parenting problems. She more than any of the other leaders, allowed the parents to stray from the topic of conversation. The parents in this session talked about the energy crisis, where to put their children in day care, problems of remarriage, etc. At the same time, almost every parent had an opportunity to talk about some discipline problems they were experiencing. The leader encouraged the parents to participate in each parent's solution of the problem.

3. Social Interaction

The primary social interaction was parents with other parents, and the leader with individual parents. She only addressed the group when she was going through the flip chart initially and she would get through that as quickly as possible. The leaders at Sites 1, 3, and 4 underplayed their role as information giver, even when it was part of the structure of the package. There was lively exchange among the parents in offering advice to each other. However, the support and rapport that occurred in Site 3 was not so evident in this site. Some parents openly expressed disagreement with a child rearing practice of another parent. At this point, the leader would mediate the disagreements.

4. Content of Package

The leader made no distinction between related and unrelated discussion. She allowed discussions to run as long as they wanted, and much of the time was spent in unrelated discussion. Despite this, the parents in this site did not experience any less impact than at other sites. It would appear that it is not what is discussed and how much time is spent in discussing it as how much the parent is encouraged to participate. At this site, the parents focused a great deal on their own feelings.

APPENDIX D

RANGE OF EFFECTS* BY PARENT, PARENTING MODEL AND SITE

	TECHNIQUES					CHANGE
	Listening	Setting Limits	Rewards	Punishment	Other Techniques	Self Confidence
SITE 1					Ignore	
01	B+	0	0	B-	B+	0
02	0	B+	B+	0	0	A+
03	0	B-	0	B-	B+	0
04	B+	0	0	B-	B-	0
05	A+	B+	0	0	0	0
06	B+	0	0	B-	0	0
07	B+	0	B+	B-	B-	A+
SUBTOTAL	1A/4B	3B	2B	5B	4B	2A
SITE 2						
08	A+	0	A+	0	B	0
09	0	0	0	0	0	0
10	0	0	0	B+	0	0
11	0	B+	0	0	0	0
12	0	0	A+	0	0	0
13	B+	B+	0	B-	B+	0
14	A+	A+	0	B-	0	0
15	0	0	B+	0	0	0
16	0	0	0	0	0	0
17	B+	0	B+	0	0	0
18	0	0	0	0	0	0
19	B+	0	B+	0	B+	0
SUBTOTAL	2A/3B	1A/3B	1A/3B	3B	2B	0
SITE 3						
20	B+	0	0	B+	0	0
21	B+	0	B+	0	0	A+
22	0	B+	A+	0	0	0
23	B+	0	B+	B-	0	A+
24	B+	B+	B+	B-	0	A+
25	B+	0	B+	0	0	0
SUBTOTAL	5B	2B	1A/4B	3B	0	3A
SITE 4						
26	A+	0	A-	0	A+	0
27	B+	0	0	0	0	0
28	B+	B-	B+	A+	0	0
29	B+	0	A+	B-	0	A+
30	A+	0	B-	0	0	A+
31	B+	A+	0	A+	0	A+
SUBTOTAL	2A/4B	1A/1B	2A/2B	2A/1B	1A	3A

APPENDIX D

RANGE OF EFFECTS* BY PARENT, PARENTING MODEL AND SITE

IN PARENT			CHILD	TOTAL CHANGE			NO	Parent-
Discipline Role	Other Change	Parent Model	Behavior	Attitude	Behavior	Total	Change	ing Model
		-Cont.						
0	B+	B+	B+	0	6	6	4	F
		-Other						
0	B+	A+	0	2	3	5	5	D
0	0	0	0	0	3	3	7	B
0	0	0	B+	0	3	3	7	G
0	A+	0	0	2	1	3	7	G
0	0	0	B+	0	3	3	7	G
0	0	A+	B+	2	5	7	3	B
0	1A/2B	2A/1b	4B	6	25	31	39	
0	0	0	0	2	1	3	7	A
0	Neg.	0	0	0	0	0	10	B
0	0	0	0	0	1	1	9	B
0	0	0	0	0	1	1	9	C
0	Neg.	0	0	1	0	1	9	E
0	0	0	0	0	4	4	6	A
0	B+	0	0	2	2	4	6	F
0	0	0	0	0	1	1	9	D
0	0	0	0	0	0	0	10	C
0	0	0	B+	0	3	3	7	G
0	0	0	0	0	0	0	0	B
0	A+/A+	0	0	1	3	5	5	C
0	2A/1B	0	0	7	16	23	97	
0	0	0	0	0	2	2	8	F
0	0	0	0	1	2	3	7	E
0	0	0	0	1	1	2	8	B
B+	0	0	B+	1	5	6	4	F
0	A+/A+	B+	B+	3	6	9	1	F
0	0	0	B+	0	3	3	7	F
1B	2A	1B	3B	6	19	25	35	
A+	0	0	B+	4	1	5	5	A
B+	B+	0	0	0	3	3	7	C
0	0	A+	B+	2	4	6	4	D
0	0	A+	B+	3	3	6	4	B
0	B+	0	0	2	2	4	6	B
0	B+	0	B+	3	3	6	4	E
1A/1B	B	2A	4B	14	16	30	30	

*A= Attitudinal Change
B= Behavioral Change
+/- = Change (more/less)
0 = No Change
Neg. = Negative reaction (not coded as change)
Impact Score = Highest possible 6.10
Lowest possible 5.0

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OBJECTIVE SEVEN: To plan and conduct a pre-marketing program designed to facilitate the commercial reproduction and publishing of fifteen (15) multimedia training packages.

With concurrence from NIE and guideline information, Project PRIMO planned and conducted a pre-marketing program (publisher's alert regarding the possible commercial publication of 15 multimedia training packages (MMTPs) which were developed and tested at SEDL. The overall goal was to get these materials widely marketed to programs, organizations, agencies and institutions who could benefit from their use.

A formal request for proposals (RFP) was drafted and revised for mailing to potential commercial publishers. NIE guidelines were used in the preparation process. These guidelines had been obtained earlier by PRIMO from the NIE office of Mort Bachrach, concurrent with the RFP preparation, PRIMO also prepared a list of potential commercial publishers to which the document would be mailed. These publishers were identified from two main sources: (1) the PMIC list of publishers, and (2) those found in the *Educational Marketer Yellow Pages*, 1977. The basic criteria for choosing those publishers who were to receive RFP information was their capability of producing audiovisual or mediated materials. This was especially important since each of the MMTPs contains such kinds of items. Equally important was the inclusions of those producers who had bilingual/bicultural capabilities.

On July 3, 1979, PRIMO sent letters of inquiry to 333 potential publishers. The letter described the materials that were available and requested a returned form be sent to us if there was interest. July 25, 1979 was the deadline for returning the interest forms. A total of 26 publishers returned forms which indicated an interest in the materials. Twenty-eight (28) letters were returned because certain publishing companies had moved leaving no forwarding address. There was a total of twenty-two (22) forms returned which indicated no interest in further pursuit of publication possibilities.

TABLE 16 SUMMARY OF RESPONSES TO PUBLISHER'S ALERT INVITATIONS

Total # Mailed	Interested Returns	Non-Interested Returns	Moved	Unaccounted For*
333	28	22	28	255

*There was no response at all from these publishers.

The Publisher's Alert was held on August 17, 1979. The session lasted all morning. Materials were examined and queries from representatives were discussed. Upon completion of the Publisher's Alert, detailed RFP information was provided to seventeen (17) Publishers. October 15, 1979 was stated as the date for publishers to make a formal response to the RFP. Followup calls to potential publishers revealed that several needed more time to complete their responses. Altogether, PRIMO staff was able to determine that 5-6 publishers were going to respond.

Upon receipt of the expected RFP's from publishers, negotiations will get underway to select and finalize MMTP publishing arrangements.

OVERALL RECOMMENDATIONS

Results from the various parent education activities that PRIMO has engaged in during the past eighteen (18) months, have led to the generation of ideas which expand upon activities just completed and provide implications for work in areas that are new but logical extensions of these same activities. PRIMO has concluded that much research service and development in the field still remains to be done. Such efforts can be of value to present/future parent education program efforts, planners, policy makers and other endeavors which are affected or influenced by parent education. Much of what is being done in the area of parent education still remains scattered, uncoordinated, poorly communicated and under used. As PRIMO merges into the Southwest Parent Education Resource Center, it proposes to conduct activities that will help reduce the problem areas previously mentioned. In addition, it hopes that outcomes from such activities can feed into efforts dealing with the home-community-school thrust.

As a means of accomplishing this, the following recommendations are offered as indications of future work considerations:

1. that research and development be undertaken which explores methods of fusing parent education knowledge and skills into the preparation of public school teachers, especially at the pre-elementary school levels; and based upon these findings strategies/materials be developed to facilitate this process.
2. that research be undertaken to examine the relationships between parents' reported child-rearing belief systems and their child-rearing behaviors.
3. that efforts be undertaken to further develop and increase the use of networks/linkages between and among parent education programs.
4. that research be undertaken which attempts to examine the relationship between the relevance of activities offered b y parent education programs and the emerging changes in parent roles and family structures.
5. that research be undertaken and then service made available which increases the capacity of parent education programs in identifying, selecting and utilizing information, materials and resource assistance more effectively; ultimately the goal would be to make parent

education programs more interdependent on external assistance rather than dependent as they are at present.

The embarkment upon these activities along with others which may be generated from such undertakings will assist in making the Southwest Parent Education Resource Center a viable entity with respect to enhancing parent education efforts in the SEDL region and hopefully the nation.